Local Government Training Package

QUALIFICATION PATHWAYS

- GOVERNANCE & ADMINISTRATION
- PLANNING & MANAGEMENT OF THE PHYSICAL ENVIRONMENT
- ENVIRONMENT HEALTH & REGULATION
- OPERATIONAL WORKS

CONTENTS

- OPERATING INSTRUCTIONS
- INTRODUCTION
- QUALIFICATIONS
- ASSESSMENT GUIDELINES
- COMPETENCY STANDARDS
- IMPORTED UNITS

LGA00

AUSTRALIAN LOCAL government Training

The National Industry Training Advisory Board for Local Government

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LOCAL GOVERNMENT TRAINING PACKAGE LGA00

Governance and Administration

LGA10100	Certificate 1 in Local Government (Governance and Administration)
LGA20100	Certificate II in Local Government (Governance and Administration)
LGA30100	Certificate III in Local Government (Governance and Administration)
LGA40100	Certificate IV in Local Government (Governance and Administration)
LGA50100	Diploma of Local Government (Governance and Administration)
LGA60100	Advanced Diploma of Local Government (Governance and Administration)

Planning and Management of the Physical Environment

LGA40200	Certificate IV in Local Government (Planning and Management of the Physical Environment)
LGA50200	Diploma of Local Government (Planning and Management of the Physical Environment)
LGA60200	Advanced Diploma of Local Government (Planning and Management of the Physical Environment)

Environmental Health and Regulation

LGA20200	Certificate II in Local Government (Environmental Health and Regulation)
LGA30200	Certificate III in Local Government (Environmental Health and Regulation)
LGA50300	Diploma of Local Government (Environmental Health and Regulation)
LGA60300	Advanced Diploma of Local Government (Environmental Health and Regulation)

Operational Works

LGA10201	Certificate I in Local Government (Operational Works)
LGA20301	Certificate II in Local Government (Operational Works)
LGA30301	Certificate III in Local Government (Operational Works)
LGA40301	Certificate IV in Local Government (Operational Works)
LGA50401	Diploma in Local Government (Operational Works)
LGA60401	Advanced Diploma in Local Government (Operational Works)

PART ONE: QUALIFICATIONS FRAMEWORK

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GPO Box 5347BB Melbourne Victoria 3001 Australia
Telephone +61 3 9630 9800
Facsimile +61 3 96309888

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Telephone +61 3 9630 9836
Facsimile +61 3 9639 4684
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Local Government Training Package

LGA00

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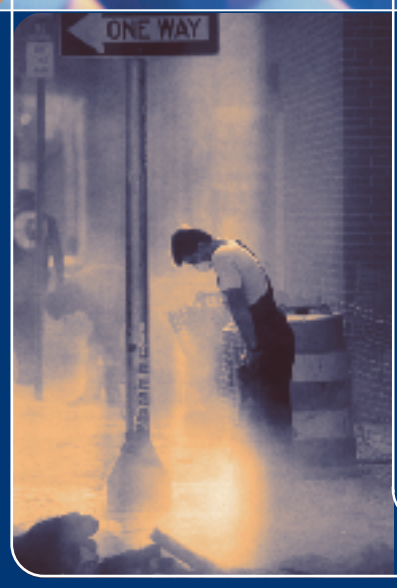

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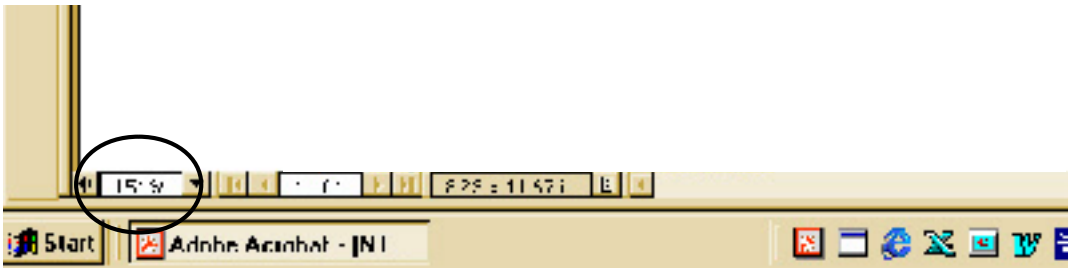

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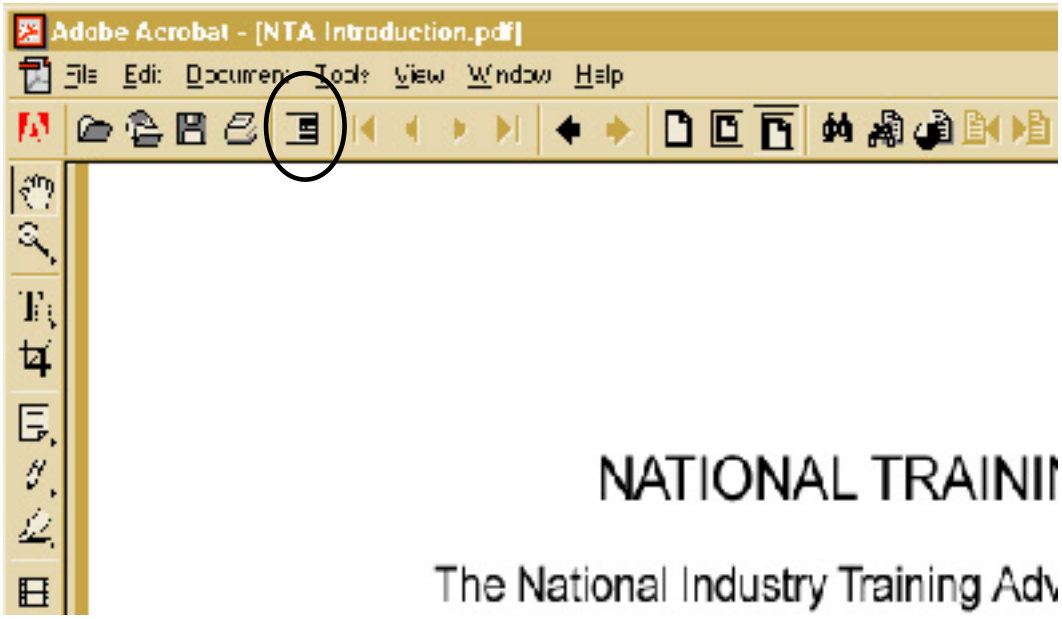

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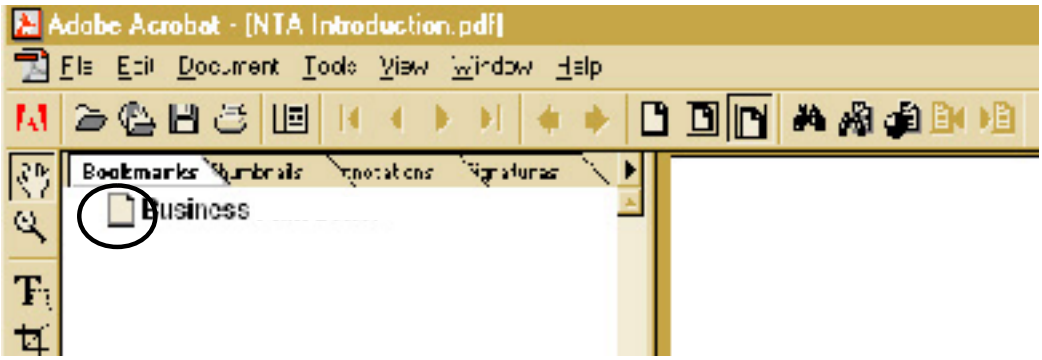

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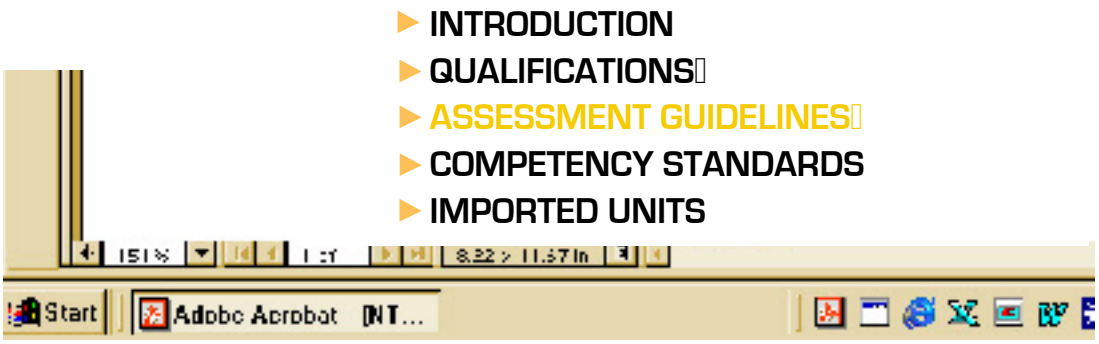

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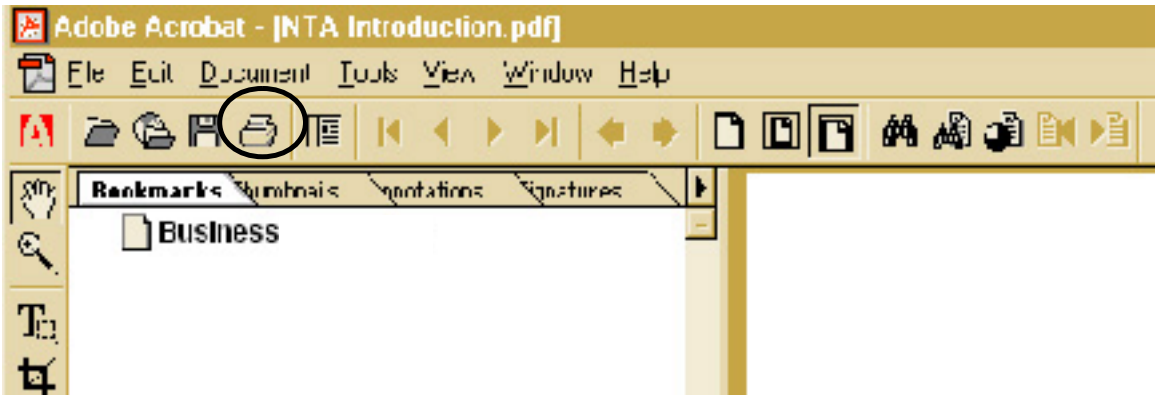

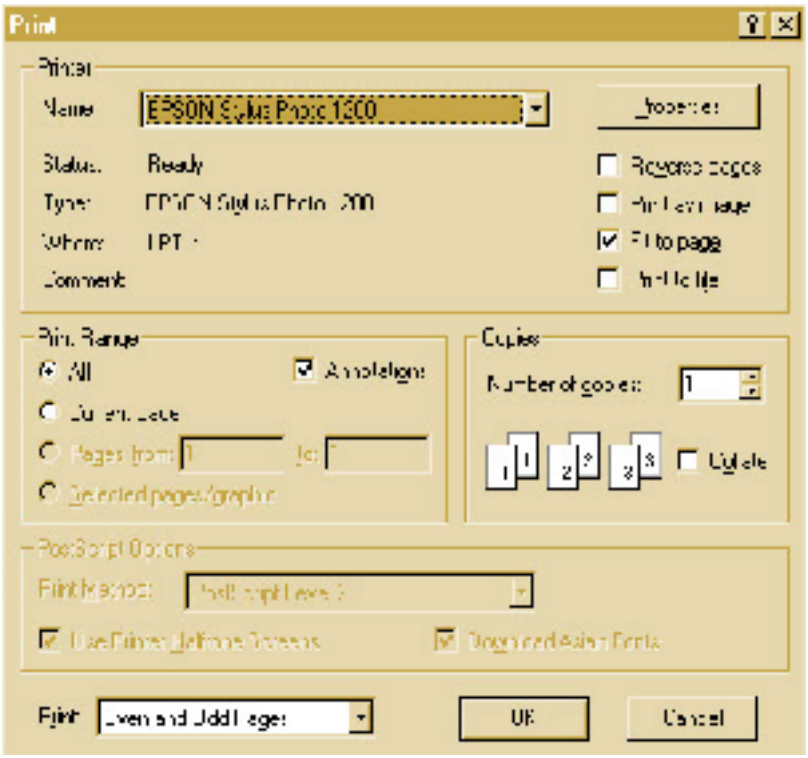

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The Local Government Training Package

The Local Government industry in Australia has developed the **Local Government Training Package** over a number of years. The Training Package has been designed to reflect the work functions that people actually perform in Local Councils. It is intensely practical and covers the skills used in a wide range of occupations from Local Government Administration, the Planning and Management of the Physical Environment to Child Care and Horticulture.

To see information which describes in detail how the Local Government Training Package is structured select the section *Qualifications Framework Introduction and Guide* from the main menu. The Training Package does not "reinvent the wheel". Where there are Training Packages which provide competency standards which reflect the needs of specialist workers in Local Government (for example, library or outdoor recreation officers) these are included in the Local Government Training Package framework too. To check the other Training Packages which you can access, click on Section B: *Qualifications from other Industry Training Packages* and Section C: *Cross-Functional Qualifications from other Training Packages*. Both are located under Part 1 on the main menu.

What can the Training Package do for my Council?

The Training Package can be a useful tool in your Council. In fact, the breadth of its use is often underestimated and only begins with training. The Training Package can help you, and your Council with a range of business tasks.

Design High Quality Skill Development Solutions

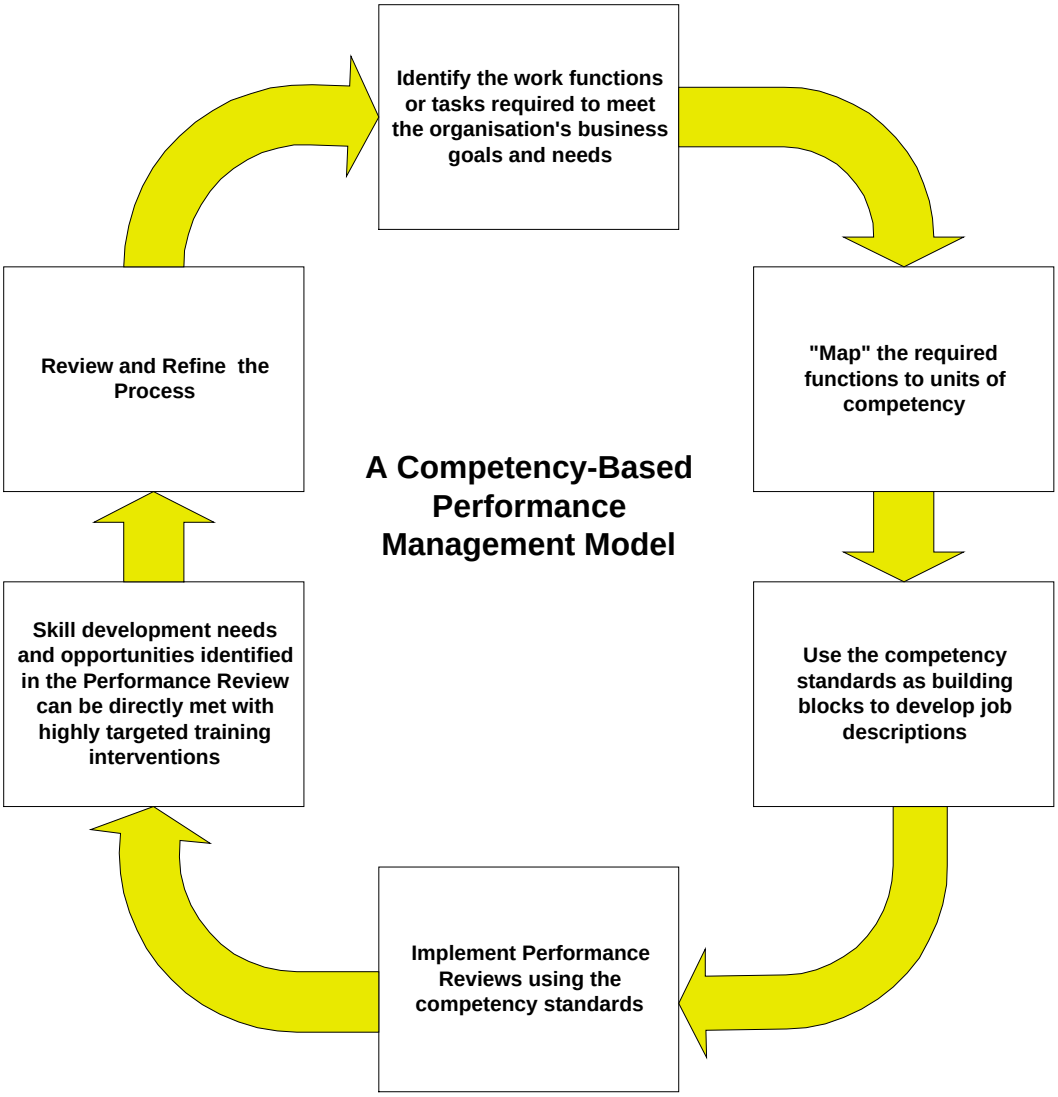
The Training Package provides a good starting point when working with training providers to establish a training strategy. The Training Package provides a detailed specification of training outcomes but still allows contextualisation and tailoring to your local needs. You can negotiate with the training provider to tailor the product, using the Range of Variables and the Evidence Guide.

You can also work with training providers to ensure that the training and assessment strategies which deliver the competencies are also tailored to meet your specific needs. So you can get the best of both worlds - transportable, recognised, national training while ensuring flexibility so that local needs are met.

The Training Package as a Performance Management Tool

The community and individual organisations are striving to embrace the notion of life long learning as a means of ensuring our workplaces have access to appropriately skilled people and individuals enjoy the benefits of continually growing their skills. In this environment it makes sense to ensure skill development is embedded in all aspects of the workplace. The Training Package is an important tool to help with this development.

The competencies contained within the Training Package can form the basis of your Performance Management System which links the description of the work (position descriptions) that is carried out to the performance review process and the related training or skill recognition which continues to develop the workforce and ensures any identified skill "gaps" are filled.



The key elements of the Performance Management Model and the role of competency standards are:

The Training Package as a Performance Management Tool

The packaging of functions and occupations contained in the Training Package qualifications provides a benchmark which you can use when analysing and designing jobs. It is a good starting point for your own job design "packaging". You can use the Training Package to check your functional analysis or task requirements. The Training Package has been developed over time with the input of a wide range of Local Government practitioners providing quick, simple, way of tapping into the collected wisdom of many people.

When you move from the job design stage to the more detailed area of preparing job descriptions you can, once again, look to the Training Package to select the appropriate competencies to underpin the job descriptions. The competency standards do more than describe functions or tasks. Because they also contain *performance criteria* the

competency standards describe the results required from the performance of various functions or tasks and the behaviours and results expected.

Performance Review and Development

If you have built Position Descriptions using a "package" of competency standards it is then a streamlined process to build the Performance Appraisal or Performance Review process. Given that the competency standards (which you can enrich for this step) contain a detailed break down of tasks and a set of performance criteria they are ready made as an appraisal tool.

It may even be possible (particularly if your Council is a Registered Training Organisation - RTO) to have supervisors who are also trained workplace assessors use the Performance Appraisal process as part of a skills assessment which may lead to the gaining of a qualification or a statement of attainment.

The use of competency standards for this purpose also provides clear training pathways. The identified training pathway may be to overcome a skill gap or to provide extra development as part of a career plan.

So, the Training Package can help your organisation in a number of ways including training and performance management. You can readily build career and skill development plans for staff which will assist with staff retention. The fact that the Training Package is a national product and a national tool also means that it provides a useful benchmark which you can use when establishing jobs or reviewing the functions of a business unit.

The Training Package has been developed for Local Government and reflects a significant public investment - looking for creative ways to utilise the Package will help contain your costs and enable you to tap into the work of colleagues across the nation.

AUSTRALIAN LOCAL government Training

LGA00

PART ONE: QUALIFICATIONS FRAMEWORK

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- Section B: Functional Qualifications from other Industry Training Packages
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Local Government Training Package

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AUSTRALIAN LOCAL government Training

Local Government Training Package

QUALIFICATIONS FRAMEWORK INTRODUCTION & GUIDE

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Defining Qualifications in Training Packages

The development of Training Packages represents a fundamental shift in the relationship between Competency Standards and qualifications in the Vocational Education and Training (VET) sector. Under the National Training Framework, competencies within Training Packages are now recognised as the basis of recognised national qualifications.

To establish these qualifications, the competencies must be grouped or packaged together into combinations that represent a meaningful work related focus, or outcome, which provides defined boundaries and a coherent structure to the qualification.

Different industries have adopted different approaches to structuring their qualifications within their Training Packages. A common approach is to identify some Competency Standards as essential to achieving the qualification; these core units are joined with other units arranged as electives to provide choice and flexibility.

In devising the structure for the qualification, the Training Package developer needs to balance the need for maximum flexibility with the minimum requirements set by industry to demonstrate competency in the area of work encompassed within the qualification.

A further stage in developing the qualification is to align the group of units to a specific qualification within the Australian Qualifications Framework (AQF) to establish the qualification level and title.

The Australian Qualifications Framework

The AQF was established in 1995 to provide a "*comprehensive, nationally consistent yet flexible framework for all qualifications in post-compulsory education and training*".

There are twelve qualifications specified in the AQF. Six have direct application to the VET sector.

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

In deciding the level of a group of units, the Training Package developer must use the AQF descriptors to guide and assess the most appropriate AQF qualification outcome.

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The characteristics and distinguishing features of qualifications relate to the following criteria:

- complexity, breadth, depth and range of knowledge and skill
- the level of responsibility and accountability
- the range and contexts of application
- problem solving requirements and contingency skills
- level of autonomy
- discretion and application of judgement
- expected performance

The AQF is based on the premise that each successive qualification within the framework represents a hierarchical progression across these characteristics.

It is important to understand that a single AQF outcome may reflect a range of work levels and that the combination of units set out in each qualification may not reflect every job profile. In respect of the Local Government component of the Qualifications Framework, rules have been developed which provide some flexibility to meet particular work needs.

Qualification Titling and Coding

Each qualification in a Training Package is identified with a specific title both to distinguish it from other qualifications within the Training Package and to provide all users with a clear identification of the qualification outcome. The Training Package developer in accordance with the AQF guidelines has assigned the qualification titles. The title is used by the Registered Training Organisation (RTO) when issuing the qualification.

Each qualification begins with the industry title e.g. Local Government for the specific Local Government qualifications or Community Services for qualifications developed as part of the Community Services Training Package by the Community Services and Health Industry Training Advisory Board (ITAB). If the industry is further divided into sectors, streams or pathways, this sector title is defined in brackets after the industry title e.g. Certificate III in Local Government (Governance and Administration).

Each qualification within a Training Package is assigned a separate code for the purpose of listing on the National Training Information Service. The code is defined through four indicators:

- a three letter alpha identifier representing the Training Package title
- a single numeric identifier representing the AQF level e.g. 2 for a Certificate II
- a separate numeric identifier to establish the number of qualifications at the level
- a numeric identifier to distinguish the year of endorsement

The code for the Certificate II in Local Government (Environmental Health and Regulation) is LGA 2 02 00. In this example LGA is the Training Package identifier, 2 means it is a Certificate II qualification, 02 indicates it is the second qualification at this level in the Training Package and 00 is for the year in which the qualification is endorsed.

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Issuing Qualifications

Under the agreed arrangements of the AQF and the Australian Recognition Framework (ARF) only Registered Training Organisations (RTOs) can issue qualifications. A Local Government authority can seek registration through the state training agency or work in partnership with an existing RTO such as a Technical and Further Education (TAFE) College to enable its employees to receive qualifications.

Statements of Attainment

Whilst the qualification represents the main end point of achievement, individuals who are assessed against some of the competencies set out in the qualification are entitled to receive a statement of attainment which recognises their partial achievement. The statement of attainment can only be issued by an RTO.

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An Overview of the Local Government Qualifications Framework

National Training Advisory Ltd (NTA), the national ITAB for Local Government, has devised a qualifications model that is designed to provide maximum recognition, flexibility and portability for persons employed in the Local Government context.

The qualification's model is based on a framework approach that identifies and incorporates national Local Government qualifications together with the qualifications of a wide cross-section of relevant Training Packages from other industry and cross-industry areas.

The framework is set out in three parts:

Section A defines the qualification outcomes for areas of work carried out by Local Government that are specific to this industry and not addressed, either in part or in full, in any other Training Package.

Section B outlines the qualifications developed by other industry Training Package developers which represent key functional areas of work carried out by Local Government authorities either directly, or indirectly through out-sourced contractual arrangements.

Section C outlines the qualifications developed by other Training Package developers covering the main underpinning and generic competencies needed by Local Government authorities to effectively operate, such as Information Technology and Administration.

Section A: Local Government Qualifications

The Local Government specific qualifications set out in Section A are divided into four broad and overlapping qualification pathways, each representing a central focus of Local Government activity.

The four qualification pathways are:

Governance and Administration
Planning and Management of the Physical Environment
Environmental Health and Regulation
Operational Works

Nineteen separate qualification titles have been developed across these four qualification pathways ranging from Certificate 1 to Advanced Diploma.

A more detailed explanation of Section A is set out on pages 8 and 9 of this introduction to the Qualifications Framework.

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Section B: Functional Qualifications from other Industry Training Packages

Section B of the Local Government Qualifications Framework sets out the qualifications of other industry Training Packages that have application in the Local Government context. These other Training Package qualifications represent key areas of operations and functions undertaken by Local Government in Australia.

These functional qualifications are listed in Section B of this Training Package to provide Local Government authorities with readily accessible information about these qualifications and an outline of their content and requirements.

Eleven Industry Training Packages have been nominated in Section B of the framework. These are:

Community Services
Horticulture
Libraries & Museums
Building and Construction - Civil Construction
Building and Construction - General Construction
Tourism
Utilities Training Package - Water Industry
Asset Maintenance
Asset Development and Management
Public Safety
Outdoor Recreation

Section C: Cross-Functional Qualifications from other Training Packages

Section C contains the qualification requirements of Industry Training Packages with cross-functional qualifications that are relevant to Local Government**.**

Four Training Packages have been selected to form the content of Section C of the framework reflecting key cross-industry qualification outcomes. The four Training Packages are:

Administration
Assessment and Workplace Training
Information Technology
Public Service

The overall structure of the framework is represented in Diagram 1 at the end of this introduction on page 15.

Additions to the Framework

At the time of completing this framework, not all of the Training Packages identified as relevant to the Local Government Training Package had been endorsed. Further qualifications will be added to the Qualifications Framework when the LGA00 review underway is completed.

Omissions from the Framework

Not all qualifications from the selected Training Packages have been included in the framework. Some of these Training Packages cover a range of industries or areas that are not relevant to Local Government work or jurisdictional responsibility.

Accuracy of the Framework

At the time of completing the Local Government Training Package, the information included on the qualifications of other industries was accurate. However, individual Training Packages will be continually updated and users of this Training Package are advised to contact NTA or the relevant national ITAB to confirm the content and status of the material provided as part of the Local Government Training Package.

Level of Information Provided in the Framework

Whilst the information for Section A qualifications is set out in full, Sections B and C contain only an outline of the qualifications. This outline includes:

identification of qualification streams within a Training Package, where applicable
a list of all qualification titles
a general introduction explaining the qualification structure based on the advice of the Training Package developer and further contact details
the qualification requirements (number of units and packaging arrangements)
unit titles

To assist the users of this Local Government Training Package to access and understand this information, the qualification content and requirements have been set out in the same template devised for Local Government qualifications. Whilst there are some minor differences in the language used, this model has worked well.

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Interrelationships between the Parts of the Framework

The interrelationships between the three sections of the framework are set out in Diagram 2 on page 16. In essence, the qualifications in each section stand alone. At the same time, the Local Government qualifications are combined with the content of many of the industry Training Packages through the identification of general electives drawn from these Training Packages. This may lead to the development of combined qualifications in some of these areas in the future.

Selection of the appropriate qualification from Section A, B or C will depend on individual and work needs. All the qualifications represented in the framework have equal status.

In assessing the qualifications content across Sections A, B and C of the framework there is broad comparability of requirements and outcomes at the same AQF level.

Detailed Overview of Section A: Local Government Qualifications

This section of the framework defines the specific qualification outcomes and requirements for areas of Local Government work not encompassed by qualifications in other Training Packages.

Four qualification pathways have been developed representing broad but clearly defined areas of work carried out by Local Government. Each pathway contains particular competency sets that distinguish it from the other pathways and provide a meaningful focus to the qualification. At the same time, each pathway contains common competencies that apply across all qualifications at a particular AQF level.

The Focus of each Local Government Qualification Pathway

Governance and Administration

In this pathway, the qualifications cover such aspects as property rating, Council elections and meetings, asset maintenance, human resources, marketing, Council-wide budgeting and economic performance and general business administration. The specific Local Government competency units grouped within this pathway are supplemented by a wide range of electives drawn from other relevant Training Packages and endorsed Competency Standards including Administration, Finance, Information Technology, Community Services and Insurance.

Planning and Management of the Physical Environment

The qualifications in this pathway encompass competencies in urban and land use planning, geographic data information, management and development of the built environment including roads, traffic management, building development and cultural heritage, and management and protection of the natural environment. The content of these qualifications is drawn principally from Local Government Competency Standards. Additional competencies of relevance will be included from the Spatial Information Services stream of the Asset Development and Management Training Package when the review underway of LGA00 is completed. Current endorsed standards in Spatial Information have been included on an interim basis.

Environmental Health and Regulation

This pathway represents those aspects of Council responsibilities related to human and animal health regulation including immunisation programs, monitoring of national and state food safety standards, community health related education and animal welfare. It also contains the industry's competency requirements related to Waste Management and general Local Government regulatory responsibilities. Competencies included in the pathway from other relevant Training Packages to extend the scope include Administration and Community Services. Units will be added to this pathway from the recently endorsed Asset Maintenance and Public Safety Training Packages when the review underway of LGA00 is completed.

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Operational Works

This pathway provides specific competencies that relate to training and development for workers in the Operational Works field in Local Government. It covers civil works and construction (such as pavement, road and bridge maintenance and site preparation), general construction, parks and gardens and plant management. The qualifications also include competencies that relate to leadership and supervision training and some specialist technical skills that are unique to Operational Works in the Local Government environment.

Across all four pathways, additional depth and breadth is provided through nomination of generic competencies in Project Management, Front Line Management and Assessment and Workplace Training.

Qualification Outcomes

The number of qualifications varies in each qualification pathway. This is a reflection of the scope and range of competency units and the specific focus of the pathway.

The complete list of qualification titles and levels is set out at the beginning of Section A of the Qualifications Framework on page 19.

Certificate I qualifications have been developed in two qualification pathways only - Governance and Administration and Operational Works. These qualifications are fully nested in the Certificate II in both of these pathways i.e. the content of the Certificate I is carried over and forms part of the Certificate II.

Governance and Administration is the only qualification pathway that provides qualifications from Certificate I to Advanced Diploma.

The qualifications for the Planning and Management of the Physical Environment pathway commence at the Certificate IV level.

There are four qualifications specified for Environmental Health and Regulation. At the Certificates II and III levels, these qualifications cover the operational side of this area of Local Government work. At the two Diploma levels, the qualifications cover the coordination and program management aspect of these functions. There is no Certificate IV in Environmental Health and Regulation, although future development of the Training Package may lead to a qualification at this level.

In Operational Works, qualifications have been identified at all AQF levels with the exception of Certificate III. Because the Certificate III represents a trade outcome in Construction, further consultation is needed on developing a similar model at this level.

Packaging Arrangements

Each qualification contains a range of units of competency that have been identified as appropriate and relevant for the AQF level and specific qualification focus. This range of

competencies defines the scope of the qualification. These competencies are further arranged or packaged into particular sub-groups or components that provide the qualification with a defined structure. The packaging components used in the Local Government qualifications are:

Local Government Common Core Units
Local Government Common Elective Units
Local Government Specialisation Elective Units
General Electives drawn from other Training Packages and endorsed Competency Standards

Local Government Common Core Units

The units designated as Common Core in each qualification represent the industry-wide mandatory units that must be achieved for the qualification to be awarded. The approach adopted in Local Government is to keep the Common Core relatively small.

Within the Local Government qualifications, the Common Core has been differentiated at particular AQF outcomes to reflect the different requirements for a core of units at particular AQF levels.

From Certificate I to Certificate III the Common Core remains the same. It comprises five Local Government units. These are:

Access Learning Opportunities
Follow Defined OHS Policies and Procedures
Provide Service to Customers in a Local Government Environment
Work Effectively in Local Government Context
Work with Others in Local Government

At the Certificate IV level, the Common Core retains three of these units: 'Follow Defined OHS Policies and Procedures', 'Work Effectively in Local Government' and 'Work with Others in Local Government'. Three new Front Line Management (FLM) units have been included to replace 'Access Learning Opportunities' and 'Provide Service to Customers'. These units encompass Leadership, Team Facilitation and Managing Operations.

At the Diploma level, there is marginal change through the replacement of 'Work with Others' with a new Local Government unit – 'Provide Quality and Timely Advice to Council'. The three FLM units are the same but reflect the higher AQF level.

At the Advanced Diploma, only the original OHS unit and the unit entitled 'Provide Quality and Timely Advice to Council' have been retained with three new Local Government units replacing the FLM units. These three units are:

Develop, Implement and Review Operational Plans
Promote and Facilitate Organisational Performance
Promote Council's Mission and Services

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Local Government Common Elective Units

These units are Local Government competencies that could be relevant across any of the four qualification pathways at a particular qualification level. As they may not be relevant to all Local Government employees they are identified as electives. These Local Government common elective units only commence at Certificate IV with nine units identified at this qualification level. At the Diploma level, three Local Government common elective units have been developed and, at the Advanced Diploma level, three different common elective units have been included.

Local Government Specialisation Elective Units

These units represent the competency requirements of the specified qualification pathway appropriate to the qualification outcome. The number of Local Government specialisation elective units varies across the four pathways and between qualification levels. Generally speaking, there are fewer specialisation elective units at the lower AQF levels representing a broader base to the qualification at these levels and a higher degree of specialised Local Government content at the higher AQF levels.

General Elective Units

These are units drawn from other Training Packages and endorsed Competency Standards which have been included in the total combination of units for the qualification to add breadth and/or depth and increase choice and flexibility. The range of general elective units varies between pathways and qualifications reflecting the availability of relevant units. All general elective units are packaged into the same qualification level as identified in the originating Training Package. None of the general electives has been customised and all are identified by their original code.

In summary, the packaging structure for the Local Government qualifications is designed to provide a balance between critical industry requirements, specific content and broader choice and flexibility.

Qualification requirements

Whilst the packaging arrangements define the total breadth and scope of a qualification, the specific requirements or rules determine the parameters of the qualification. The qualification requirements for Local Government are defined by:

the number of units required at each AQF level
the requirements for specific Local Government content

These requirements are based on the expected breadth and scope of the qualification at a particular AQF level based on the AQF descriptors.

Minimum Number of Units for a Qualification

The total minimum number of units required for a qualification at each AQF level is:

Certificate I	7 units
Certificate II	9 units
Certificate III	13 units
Certificate IV	15 units
Diploma	14 units
Advanced Diploma	12 units

The Common Core units form part of the total number of units required at each AQF level.

Within this structure, the use of Project Management (0154) standards, as general electives is weighted differently from other units in the Training Package. The scope of these units is much narrower than other general electives adopted within the Local Government qualifications. Where these units are selected as electives, three units are equal to any other unit nominated in the qualification.

Local Government Content

At Certificates I, II and III the only mandatory Local Government content requirements are the Common Core units. Individuals can select from the pathway specialisation elective units and/or general elective units listed within the qualification or electives from other pathways at the same AQF level to meet the minimum qualification requirements. This structure is designed to provide maximum choice and breadth at the lower AQF levels.

From Certificate IV onwards a minimum specification of four Local Government units other than the Common Core are required. This Local Government content can be drawn from the Local Government common electives and/or from the nominated specialisation elective units set out in the qualification and/or electives from the other specialisation pathways at the same AQF level.

This minimum Local Government requirement ensures sufficient depth in Local Government content across these higher qualification levels. It should be recognised that in many instances the Local Government content will be much higher than the minimum specification.

Entry Requirements and Articulation Arrangements

Entry is open at each qualification level across all pathways in the qualifications set out in Section A of the framework.

Whilst each qualification builds on the previous, the content of each is largely separate, except for Common Core units. In some instances, units packaged at a specific qualification level may designate prerequisite or co-requisite arrangements. These requirements are set out in the Competency Standards. Advice on these relationships should be followed in selecting electives and developing specific training programs.

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As previously mentioned the Certificate I qualifications in Governance and Administration and Operational Works are fully nested in the Certificate II. The Local Government Common Core at different qualification levels is also fully nested. Where the full Common Core has already been achieved full credit is awarded.

Customisation of Qualifications in the Local Government Training Package

Customisation of the Local Government Qualifications

Local Government qualifications have been designed to balance the need for flexibility and maximum recognition and use of competencies from other industries, with Local Government content appropriate to the qualification focus.

The packaging arrangements and general qualification requirements allow for:

- significant choice in general elective units from a range of other industry Competency Standards
- significant choice in Local Government units, particularly at the higher AQF levels
- a broader cross-industry focus at the lower levels maximising recognition between Local Government and these key industries
- the option of either a Local Government or external industry qualification

Further customisation can be achieved through the capacity to select Local Government units across any of the four qualification pathways at the designated AQF level. Thus, if a competency has been packaged in another pathway but it is relevant to an individual's work or training needs, that unit can be selected as part of the qualification profile.

In addition, individuals can also nominate up to two Local Government specialisation elective units and/or common elective units from the preceding qualification level and one unit from the next highest qualification level where appropriate to build a specific qualification. This provision is designed to enable the selection of units to reflect particular job profiles and/or to provide individuals with underpinning competencies, where relevant.

Customisation of Qualifications in Sections B and C

Customisation of the qualification requirements of the other Training Packages set out in Sections B and C of this framework must be undertaken in accordance with the specific guidance provide by the ITAB that developed the Training Package.

Joint Customisation

As part of the further development of the Training Package, it is the intention of NTA to develop joint projects with other ITABs to create combined qualification outcomes that will

be recognised by both Local Government and the participating industry body, where appropriate. There are strong indications of the need for such a project to service rural and remote communities.

New Apprenticeships

New Apprenticeships and Local Government Qualifications

New Apprenticeships (Traineeships and Apprenticeships) provide one of the approaches for achieving qualifications in the Local Government Training Package. Other approaches include direct assessment against the competencies for people with relevant workforce experience, workplace training and assessment, and/or off-the-job training and assessment by an RTO.

All pathways at the Certificate I, II and III levels, identified in Section A of this framework, are potentially accessible as a New Apprenticeship. The capacity to actually create a New Apprenticeship in any of the qualifications will depend on industry demand, resources available at the State or Territory level and any award requirements.

Where a New Apprenticeship structure is established for a Local Government qualification the following considerations must be met:

All New Apprenticeship arrangements must reflect the qualification requirements and packaging arrangements for the relevant qualification as defined in Section A of the framework. This includes the content of the training agreement and training program.

All New Apprenticeship arrangements must reflect the requirements for assessment as set out in the Local Government Assessment Guidelines of this Training Package.

All assessment for the purpose of issuing a qualification through a New Apprenticeship must be against the specified Competency Standards set out for the relevant qualification.

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Any customisation of the qualification for a New Apprenticeship program must reflect the customisation advice set out in this guide.

Estimation of time to complete a New Apprenticeship in Local Government must be negotiated with the relevant State/Territory Training Authority (STA).

New Apprenticeships and Qualifications from other Training Packages

The arrangements for New Apprenticeships in any of the qualifications listed in Sections B and C of this framework must reflect the advice of the original Training Package developer.

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Diagram 1: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

This diagram is an overview of the Local Government Training Package, including the relevant imported national units of Competency Standards and qualifications from other cross-industry sector Training Packages.

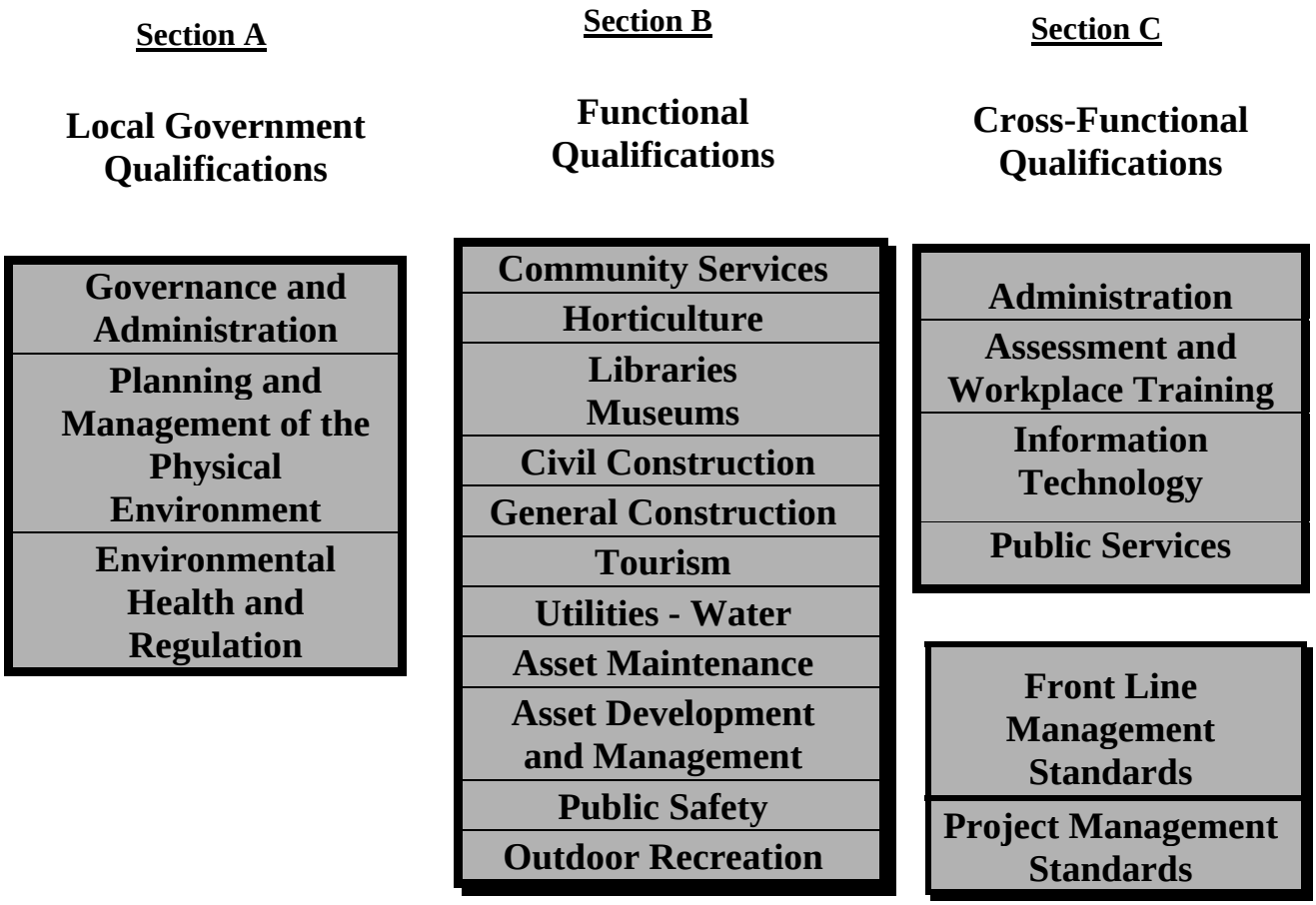
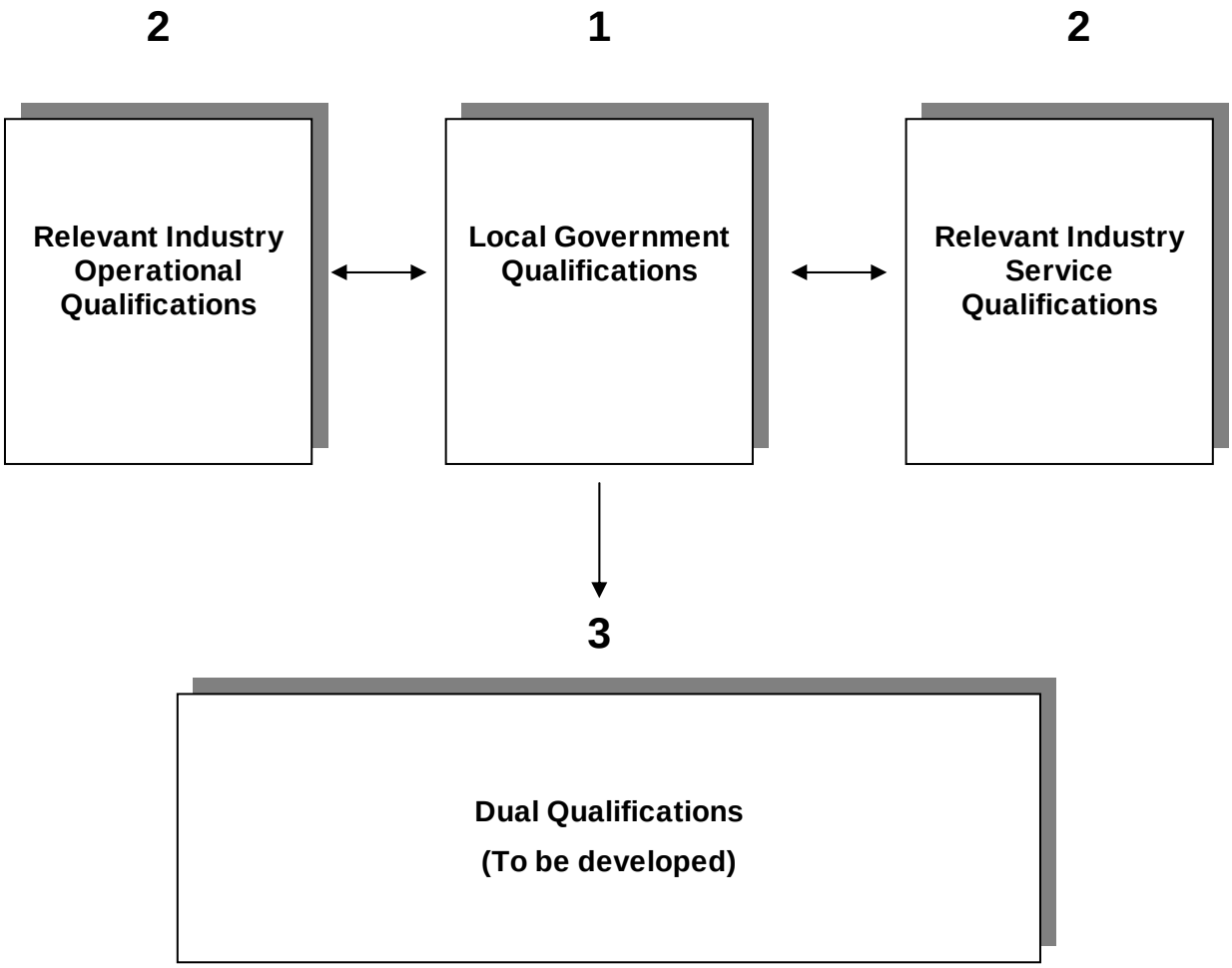


Diagram 2: **INTERRELATIONSHIPS BETWEEN QUALIFICATIONS - OVERVIEW**



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AUSTRALIAN LOCAL government Training

Local Government Training Package

QUALIFICATIONS FRAMEWORK SECTION A: LOCAL GOVERNMENT QUALIFICATIONS

LGA00

The national Industry Training Advisory Board for Local Government

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Governance and Administration

LGA 1 01 00 Certificate I in Local Government (Governance and Administration)
LGA 2 01 00 Certificate II in Local Government (Governance and Administration)
LGA 3 01 00 Certificate III in Local Government (Governance and Administration)
LGA 4 01 00 Certificate IV in Local Government (Governance and Administration)
LGA 5 01 00 Diploma of Local Government (Governance and Administration)
LGA 6 01 00 Advanced Diploma of Local Government (Governance and Administration)

SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: GOVERNANCE AND ADMINISTRATION

Certificate I in Local Government (Governance and Administration) (LGA 1 01 00)

Qualification requirements = 7 Units (5 Common Core + 2 Electives)
One elective unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE101A	Access Learning Opportunities
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE103A	Provide Service to Customers in a Local Government Environment
LGACORE104A	Work Effectively in Local Government Context
LGACORE105A	Work with Others in Local Government

Local Government Specialisation Elective Units	
	There are no Local Government specialisation units at this level

General Electives from other Training Packages and Endorsed Competency Standards	
Administration Training Package (BSA 97)	
BSAINF101A	Handle Mail to Facilitate Communication
BSAINF102A	Handle Information to Maintain Access to and Security of Records
BSACOM101A	Receive and Pass on Messages to Facilitate Communication Flow
BSAENT101A	Apply Knowledge of Enterprise to Complete Routine Administrative Tasks
BSATEC101A	Operate a Range of Office Equipment to Complete Routine Tasks
BSATEC102A	Access and Retrieve Computer Data
BSAFIN101A	Prepare Routine Financial Documents

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Certificate II in Local Government (Governance and Administration) (LGA 2 01 00)

Qualification requirements = 9 Units (5 Common Core + 4 Electives)
Electives may be chosen from any of the Local Government specialisation elective units and general elective units listed below and/or from any other Local Government specialisation elective units listed at this level from other Local Government qualification pathways. Up to two elective units packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units

LGACORE101A	Access Learning Opportunities
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE103A	Provide Service to Customers in a Local Government Environment
LGACORE104A	Work Effectively in Local Government Context
LGACORE105A	Work with Others in Local Government

Local Government Specialisation Elective Units

LGAGOVA201A	Issue Permits
LGAGOVA202A	Process Infringement Notices
LGAGOVA203A	Receive and Register Building and Planning Approval Applications

General Electives from other Training Packages and Endorsed Competency Standards

Administration Training Package (BSA 97)

BSAINF201A	Handle Mail to Facilitate Information Flow
BSAINF202A	Process and Analyse Information to Provide Access to and Security of Records
BSACOM201A	Receive and Pass on Oral Messages to Facilitate Effective Routine Communication
BSACOM202A	Receive and Pass on Written Information to Facilitate Communication Flow
BSATEC201A	Select, Operate and Maintain a Range of Office Equipment to Complete a Range of Tasks
BSATEC202A	Operate a Computer to Gain Access to and Retrieve Data *(or ICAITU006B)*
BSATEC203A	Operate a Computer to Produce Simple Documents (*or ICAITU012B)*
BSATEC204A	Organise the Copying and Collating of Documents
BSATEM201A	Participate in Allocation and Completion of Team Tasks
BSAFIN201A	Prepare and Process Financial Documentation for Cash Flow and Accounting Records (*or FNACRM02B*)

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Financial Services Training Package (*FNA 98 superseded by* **FNB 99)**	
FNACRM02B	Administer Accounts
Information Technology Training Package (ICA 99)	
ICAITU005B ICAITU006B ICAITU007B ICAITU012B ICAITU013B ICAITS015B ICPMM63bA	Operate Computer Hardware Operate Computing Packages Maintain Equipment and Consumables Design Organisational Documents Using Computing Packages Integrate Commercial Computing Packages Install Software Applications Access the Internet
Public Services Training Package (PSP 99)	
PSPGOV204A PSPGOV205A	Access and Use Resources Participate in Workplace Change

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Certificate III in Local Government (Governance and Administration) (LGA 3 01 00)

Qualification requirements = 13 Units (5 Common Core + 8 Electives)
Electives may be chosen from any of the Local Government specialisation elective units and general elective units listed below and/or from any other Local Government specialisation elective units listed at this level from other Local Government qualification pathways. Up to two elective units packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units

LGACORE101A	Access Learning Opportunities
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE103A	Provide Service to Customers in a Local Government Environment
LGACORE104A	Work Effectively in Local Government Context
LGACORE105A	Work with Others in Local Government

Local Government Specialisation Elective Units

LGAGOVA3	Assist Customers with Rate Enquiries
LGAGOVA303A	Coordinate Production of Brochures and Marketing Materials

General Electives from other Training Packages and Endorsed Competency Standards

Administration Training Package (BSA 97)

BSAFIN301A	Maintain Daily Financial Records for Accounting Purposes *(or FNBFIN62A)*
BSAFIN302A	Monitor Cash Control for Accounting Records *(or FNBFIN63A)*
BSAFIN303A	Monitor Stock Levels to Maintain Enterprise Activities
BSAFIN304A	Process Payroll
BSAFIN305A	Maintain Financial Records for Reporting Purposes *(or FNBFIN64A)*
BSAENT301A	Provide Information and Advice Regarding the Products/Services of the Enterprise to Meet Client Needs
BSAENT302A	Process Client Complaints to Ensure the Goals of the Enterprise are Met
BSATEC301B	Use the Advanced Functions of a Range of Office Equipment to Produce a Document *(or ICAITU019B)*
BSATEC302B	Design and Develop Documents, Reports and Worksheets
BSATEC303A	Maintain Computer Files
BSAINF301A	Maintain Information Records System to Ensure its Integrity
BSACOM301B	Collect and Provide Information to Facilitate Communication Flow

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Public Services Training Package (PSP 99)	
PSPETHC301A	Uphold the Values and Principles of Public Service
PSPLEGN301A	Comply with Legislation in the Public Sector
PSPGOV304A	Appraise Capability and Provide Feedback in the Workplace
PSPGOV306A	Change Own Work Practices as Required
PSPGOV307A	Organise Workplace Information
PSPGOV308A	Work Effectively with Diversity
PSPPROC301A	Procure Goods and Services
Frontline Management Standards (BSX 97) (Level 3)	
BSXFMI304A	Participate in, Lead and Facilitate Work Teams
BSXFMI305A	Manage Operations to Achieve Planned Outcomes
BSXFMI307A	Manage Quality Customer Service
Financial Services Training Package (*FNA 98 superseded by* **FNB 99)**	
FNAMERC01B	Collect Debts
FNAMERC02B	Repossess Property
FNAMERC03B	Serve Legal Process
FNAMERC04B	Locate Subjects
FNARFS23A	Balance Cash Holdings
FNARFS25A	Administer Fixed Asset Register
FNARFS26A	Administer Accounts Payable
Information Technology Training Package (ICA99)	
ICAITU126A	Use Advanced Features of Computer Applications
ICAITS024B	Provide Basic System Administration
ICAITS030B	Install Software to Networked Computers
ICAITS115A	Maintain Equipment and Software in Working Order
ICAITS032B	Provide Network Systems Administration
ICAITS120A	Administer and Configure a Network Operating System
ICAITS034B	Determine and Action Network Problem
Assessment and Workplace Training Package (BSZ 98)	
BSZ404A	Train Small Groups

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Certificate IV in Local Government (Governance and Administration) (LGA 4 01 00)

Qualification requirements = 15 Units (6 Common Core + 9 Electives)

At least four Local Government elective units must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas and/or from the general electives listed and/or electives from any other Local Government qualification pathway at this qualification level. Up to two elective units packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE104A	Work Effectively in Local Government Context
LGACORE105A	Work with Others in Local Government
BSXFMI402A	Provide Leadership in the Workplace
BSXFMI404A	Participate in, Lead and Facilitate Work Teams
BSXFMI405A	Manage Operations to Achieve Planned Outcomes

Local Government Common Elective Units	
LGACOM401A	Administer Contracts
LGACOM402A	Arrange Contracts
LGACOM403A	Conduct Public Educational Presentations
LGACOM404A	Establish Co-operative Arrangements with other Enterprises
LGACOM405A	Implement and Monitor the Enterprise's OHS Policies, Procedures and Programs within the Work Group/Section
LGACOM406A	Investigate Alleged Breaches of Legislation and Prepare Documentation
LGACOM407A	Manage Finances within a Budget *(or BSAFIN401B or FNBFIN64A or FNARFS27A)*
LGACOM408A	Represent Council at Legal Proceedings
LGACOM409A	Prepare Tender Documentation
LGACOM410A	Prepare Response to Tenders

Local Government Specialisation Elective Units	
LGAGOVA401A	Administer the Electoral Roll
LGAGOVA402A	Allocate Property Address
LGAGOVA403A	Arrange and Supervise Polling Places
LGAGOVA404A	Establish Purchasing Networks to Ensure Council is Resource Effective
LGAGOVA405A	Implement Debt Recovery Procedures
LGAGOVA406A	Implement Marketing Plan
LGAGOVA407A	Implement Rehabilitation Systems
LGAGOVA408A	Implement Systems to Promote a Safe and Healthy Environment for the Public and Employees
LGAGOVA409A	Maintain Property Rates and Records
LGAGOVA410A	Monitor Council Procedures to Ensure Compliance with Relevant Legislation

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LGAGOVA411A	Prepare Accounts for Rates
LGAGOVA412A	Prepare Council for Legal Proceedings
LGAGOVA413A	Promote and Maintain Positive Employee Relations

General Electives from other Training Packages and Endorsed Competency Standards

Administration Training Package (BSA 97)

BSAINF401B	Supervise an Established Records System to Ensure its Integrity
BSACOM401A	Organise and Provide Information in Response to Requests
BSATEC401A	Produce Complex Documents *(or ICAITU018B and ICAITU019B)*
BSATEC403B	Identify and Use New and Existing Technology to Meet the Needs of the Enterprise (*or ICAITS035B)*
BSATEC402A	Assist in Maintenance of a Computer System (*or ICAITS022B*)
BSATEC404B	Customise and Maintain Software (*or ICAITU028B*)
BSAORG401B	Plan Business Trips and Associated Itinerary to Ensure Efficient Travel
BSAORG402A	Plan Meetings to Enable the Stated Objectives of the Meeting to be Met
BSAORG403B	Coordinate Administration of Team Projects to Achieve Project Goals (*or Level 4 Project Management Units - 0154*)
BSAFIN401B	Produce Reports as Required for Cash Flow Forecasts and Budgetary Purposes (LGAMT403A *or FNBFIN64A or FNARFS27A*)

Community Services Training Package (CHC 98)

CHCCD1A	Support Community Participation
CHCCD3A	Meet Information Requirements of the Community
CHCCD5A	Develop Community Resources
CHCNET2A	Maintain Effective Networks
CHCP&R2A	Contribute to Policy Development
CHCP&R3A	Undertake Research Activities

Frontline Management Initiative Competency Standards (BSX 97) (Level 4)

BSXFMI407A	Manage Quality Customer Service
BSXFMI406A	Manage Workplace Information
BSXFMI411A	Contribute to the Development of a Workplace Learning Environment

Project Management Standards (*BSX 90 superseded by* PSP 99) (Level 4)

These units should be taken as a group. Three units are equivalent to one other unit in this qualification, or select the three Public Services Project Management units.

BSX154L401A	Apply Skills in Integration Management
BSX154L402A	Apply Skills in Scope Management
BSX154L403A	Apply Skills in Time Management
BSX154L404A	Apply Skills in Cost Management
BSX154L405A	Apply Skills in Quality Management
BSX154L406A	Apply Skills in Human Resource Management
BSX154L407A	Apply Skills in Communications Management

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BSX154L408A	Apply Skills in Risk Management
BSX154L409A	Apply Skills in Procurement Management
Public Services Training Package (PSP 99)	
PSPPOLI401A	Support Policy Information
PSPGOV401A	Apply Knowledge of Government Processes
PSPGOV402A	Deliver and Monitor Service to Clients
PSPGOV405A	Provide Input to Change Processes
PSPPOLD401A	Contribute to the Development of Policy
PSPPM401A	Develop a Project
PSPPM402A	Implement a Project
PSPPM403A	Close Projects
Financial Services Training Package (*FNA 98 superseded by* FNB 99)	
FNACRM05B	Manage Bad/Doubtful Debts
FNACRM06B	Facilitate Compliance with Statutory, Legislative and Legal Requirements
FNACRM08B	Manage Accounts
FNARFS20A	Prepare Government Returns
FNARFS27A	Maintain Integrity of Financial System
Information Technology Training Package (ICA99)	
ICAITU019B	Migrate to New Technology
ICAITU028B	Customise Packaged Software Applications for Clients
ICAITS020B	Install and Optimise System Software
ICAITS024B	Provide Basic Systems Administration
ICAITS030B	Install Software to Networked Computers
ICAITS032B	Provide Network Systems Administration
ICAITS034B	Determine and Action Network Problems
ICAITS035B	Assist with Analysis of Emerging Technology
ICAITS108A	Complete Data Base Backup and Recovery
ICAITS113A	Identify and Resolve Common Data Base Performance Problems
ICAITS124A	Monitor and Administer Network Security
Assessment and Workplace Training Training Package (BSZ 98)	
BSZ404A	Train Small Groups
BSZ401A	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
BSZ405A	Plan and Promote a Training Program
BSZ406A	Plan a Series of Training Sessions
BSZ407A	Deliver Training Sessions
BSZ408A	Review Training

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Diploma of Local Government (Governance and Administration) (LGA 5 01 00)

Qualification requirements = 14 Units (6 Common Core + 8 Electives)
At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas and/or from the general electives listed, and/or electives from any other Local Government pathway at this qualification level. One elective unit packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE104A	Work Effectively in Local Government Context
LGACORE501A	Provide Quality and Timely Advice to Council
BSXFMI502A	Provide Leadership in the Workplace
BSXFMI504A	Participate in, Lead and Facilitate Work Teams
BSXFMI505A	Manage Operations to Achieve Planned Outcomes

Local Government Common Elective Units	
LGACOM501A	Develop and Organise Public Education Programs
LGACOM502A	Devise and Conduct Community Consultations
LGACOM503A	Prepare a Budget (*or BSAFIN502B*)

Local Government Specialisation Elective Units	
LGAGOVA501A	Assist in Advising Council on Legislation
LGAGOVA502A	Develop a Marketing Strategy
LGAGOVA503A	Implement Recruitment Systems
LGAGOVA504A	Prepare for Council Elections
LGAGOVA505A	Prepare Rate Notice Forms
LGAGOVA506A	Process Results of Council Elections
LGAGOVA507A	Provide Advice to Council on Human Resource Policies and Procedures
LGAGOVA508A	Recommend Rates and Charges

General Electives from other Training Packages and Endorsed Competency Standards	
Administration Training Package (BSA 97)	
BSAINF501B	Establish and Maintain a Records System to Ensure its Integrity
BSAINF502B	Establish and Maintain Library/Resource Collection
BSACOM501A	Initiate Research and Prepare Specific Data/Information to Facilitate Communication Flow
BSATEC501B	Manage Document Design and Production within the Enterprise
BSATEC502B	Manage the Establishment and Maintenance of a Work Group Network

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BSAORG501A	Manage Meetings to Achieve Identified Team/Section Goals
BSAORG502A	Plan and Manage Conferences on Behalf of Management to Achieve Identified Goals
BSAORG503B	Plan and Establish Office Administration Systems and Procedures
BSAORG504B	Review Office Administration Systems and Procedures to Meet Changing Demands
BSAFIN501A	Manage Payroll Records for Employee Salaries and Statutory Record Keeping Processes
BSAFIN502B	Monitor and Control Disbursements within a Given Budget
BSAFIN503A	Manage and Control Stock Supply
Financial Services Training Package (FNB 99)	
FNBACC01A	Provide Financial Information
FNBACC02A	Prepare Statutory Returns
FNBACC03A	Prepare Budgets and Forecasts
FNBACC04A	Produce Financial Reports
FNBACC05A	Establish and Maintain Financial Systems and Records
FNBACC06A	Implement Financial Policy Statements and Operating Procedures
Community Services Training Package (CHC 98)	
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS3A	Coordinate the Provision of Client Services and Programs
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCCS7A	Coordinate the Assessment and Delivery of Services to Clients with Particular Needs
CHCNET3A	Develop New Networks
CHCP&R4A	Develop and Implement Policy
Frontline Management Initiative Competency Standards (BSX 97) (Level 5)	
BSXFMI506A	Manage Workplace Information
BSXFMI507A	Manage Quality Customer Service
BSXFMI509A	Implement and Monitor Continuous Improvement Systems and Processes
BSXFMI510A	Facilitate and Capitalise on Change and Innovation
BSXFMI511A	Contribute to the Development of a Workplace Learning Environment
Project Management Competency Standards (*BSX 90 superseded by* PSP 99) (Level 5) *These units should be taken as a group. Three units are equivalent to one other unit in this qualification, or select the three Public Services Project Management units.*	
BSX154L501A	Guide Application of Project Integrative Processes
BSX154L502A	Guide Application of Scope Management
BSX154L503A	Guide Application of Time Management
BSX154L504A	Guide Application of Cost Management
BSX154L505A	Guide Application of Quality Management
BSX154L506A	Guide Application of Human Resources Management

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BSX154L507A	Guide Application of Communications Management
BSX154L508A	Guide Application of Risk Management
BSX154L509A	Guide Application of Procurement Management
Public Services Training Package (PSP 99)	
PSPETHC501A	Promote the Values and Ethos of Public Service
PSPLEGN501A	Promote Compliance with Legislation in the Public Service
PSPGOV504A	Coordinate Research and Analysis
PSPPOLD501A	Develop Organisation Policy
PSPPOLD502A	Manage the Policy Development Process
PSPHR501A	Coordinate Career Development Strategies and Plans
PSPHR502A	Coordinate Employee Support Systems
PSPFRAU501A	Communicate Fraud Control Awareness
PSPFRAU502A	Anticipate and Detect Possible Fraud Activity
PSPPM501A	Initiate Projects
PSPPM502A	Manage Projects
PSPPM503A	Finalise Projects
Asset Development and Management Training Package	
This Training Package is under development. Relevant units from the Property Management and Development stream will be selected when the Training Package is endorsed.	
Information Technology Training Package (ICA99)	
ICAITS104A	Determine Maintenance Strategy
ICAITS111A	Manage and Review Delivery of Maintenance Services
ICAITS118A	Manage System Security
ICAITI088A	Evaluate and Negotiate Vendor Offerings
Assessment and Workplace Training Package (BSZ 98)	
BSZ501A	Analyse Competency Requirements
BSZ502A	Design and Establish the Training System
BSZ503A	Design and Establish the Assessment System
BSZ504A	Manage the Training and Assessment System
BSZ505A	Evaluate the Training and Assessment System
BSZ506A	Develop Assessment Procedures
BSZ507A	Develop Assessment Tools
BSZ508A	Design Training Courses

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Advanced Diploma of Local Government (Governance and Administration) (LGA 6 01 00)

Qualification requirements = 12 Units (5 Common Core + 7 Electives)
At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas and/or from the general electives listed and/or electives from any other Local Government pathway at this qualification level. One elective unit packaged in the preceding qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE501A	Provide Quality and Timely Advice to Council
LGACORE601A	Develop, Implement and Review Operational Plans
LGACORE602A	Promote and Facilitate Organisational Performance
LGACORE603A	Promote Council's Mission and Services

Local Government Common Elective Units	
LGACOM601A	Acquire and Dispose of Assets
LGACOM602A	Coordinate and Facilitate a Change Process
LGACOM603A	Develop, Implement and Review Policies and Procedures

Local Government Specialisation Elective Units	
LGAGOVA601A	Assist in Establishing Council's Corporate and Strategic Directions
LGAGOVE602A	Coordinate Recording and Updating of Information about Assets
LGAGOVA603A	Develop a Risk Management Strategy for Council Assets
LGAGOVA604A	Develop a Strategic Human Resource Plan
LGAGOVA605A	Develop an Asset Management Strategy for Council
LGAGOVA606A	Develop and Maintain a Community Cultural Plan
LGAGOVA607A	Develop, Implement and Monitor a Programmed Maintenance System of Council's Assets
LGAGOVA608A	Establish an Annual Budget that Supports Council's Management and Operational Plans
LGAGOVA609A	Establish, Maintain and Evaluate the Organisation's OHS System
LGAGOVA610A	Implement Computerised Asset Management Systems
LGAGOVA611A	Implement Disciplinary and Termination Procedures
LGAGOVA612A	Implement Employee Performance Management Systems
LGAGOVA613A	Measure Cost of Providing and Maintaining Council's Assets
LGAGOVA614A	Monitor and Maintain Quality of Asset Management System

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LGAGOVA615A	Provide Information on Asset Management Programs and Practices
LGAGOVA616A	Provide Property Asset Management Services
LGAGOVA617A	Report on Assets in Accordance with Statutory and Public Reporting Requirements
LGAGOVA618A	Resolve Valuation and Property Services Disputes

General Electives from other Training Packages and Endorsed Competency Standards

Financial Services Training Package (FNB 99)

FNBACC07A	Plan and Evaluate the Audit Function
FNBACC08A	Evaluate Organisational Processes
FNBACC09A	Audit and Report on Financial Systems and Records
FNBACC10A	Implement Tax Plans
FNBACC11A	Monitor Compliance Activities
FNBACC12A	Implement Organisational Improvement Activities
FNBACC13A	Evaluate Information Management Systems
FNBACC14A	Evaluate Business Performance
FNBACC15A	Evaluate Organisation's Financial Performance
FNBACC16A	Evaluate Financial Risk
FNBACC17A	Implement Financial Plans

Community Services Training Package (CHC 98)

CHCAC10A	Develop a Service Delivery Strategy
CHCCS4A	Manage the Delivery of Quality Client Service
CHCINF5A	Manage Statutory and Organisational Information Requirements
CHCORG8A	Establish and Manage New Programs and Services
CHCP&R6A	Coordinate Policy Development
CHCP&R7A	Manage Policy Development

Project Management Competency Standards (*BSX 90 superseded by* **PSP 99) (Level 6)**

These units should be taken as a group. Three units are equivalent to one other unit in this qualification, or select the three Public Services Project Management units.

BSX154L601	Manage Project Integration
BSX154L602	Manage Scope
BSX154L603	Manage Time
BSX154L604	Manage Cost
BSX154L605	Manage Quality
BSX154L606	Manage Human Resources
BSX154L607	Manage Communications
BSX154L608	Manage Risk
BSX154L609	Manage Procurement

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Public Services Training Package (PSP 99)	
PSPETH601A	Maintain and Enhance Confidence in Public Service
PSPLEGN601A	Manage Compliance with Legislation in the Public Service
PSPPOLI601A	Manage Policy Implementation
PSPGOV601A	Apply Knowledge of Government Systems
PSPGOV602A	Establish and Maintain External Networks
PSPPOLD601A	Develop Public Policy
PSPPM601A	Direct Project Activities
PSPHR603A	Provide Advisory and Mediation Services
PSPHR605A	Manage Human Resource Development
PSPHR608A	Manage System for Human Resources Information
PSPHR609A	Design Remuneration Strategies and Plans
PSPMNGT601A	Facilitate Workforce Effectiveness
PSPMNGT602A	Manage Resources
PSPMNGT605A	Manage Diversity
PSPMNGT606A	Manage the Delivery of Quality Customer Service
PSPMNGT609A	Formulate Business Strategies
Asset Development and Management Training Package	
This Training Package is under development. Relevant units from the Property Management and Development stream will be selected when the Training Package is endorsed.	

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Planning and Management of the Physical Environment

LGA 4 02 00	Certificate IV in Local Government (Planning and Management of the Physical Environment)
LGA 5 02 00	Diploma of Local Government (Planning and Management of the Physical Environment)
LGA 6 02 00	Advanced Diploma of Local Government (Planning and Management of the Physical Environment)

SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: PLANNING AND MANAGEMENT OF THE PHYSICAL ENVIRONMENT

Certificate IV in Local Government (Planning and Management of the Physical Environment) (LGA 4 02 00)

Qualification requirements = 15 Units (6 Common Core + 9 Electives)
At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas and/or from the general electives listed, and/or electives from any other Local Government pathway at this qualification level.

Local Government Common Core Units	
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE104A	Work Effectively in Local Government Context
LGACORE105A	Work with Others in Local Government
BSXFMI402A	Provide Leadership in the Workplace
BSXFMI404A	Participate in, Lead and Facilitate Work Teams
BSXFMI405A	Manage Operations to Achieve Planned Outcomes

Local Government Common Elective Units	
LGACOM401A	Administer Contracts
LGACOM402A	Arrange Contracts
LGACOM403A	Conduct Public Educational Presentations
LGACOM404A	Establish Co-operative Arrangements with other Enterprises
LGACOM405A	Implement and Monitor the Enterprise's OHS Policies, Procedures and Programs within the Work Group/Section
LGACOM406A	Investigate Alleged Breaches of Legislation and Prepare Documentation
LGACOM407A	Manage Finances within a Budget (*or BSAFIN401B or FNBFIN64A or FNARFS27A)*
LGACOM408A	Represent Council at Legal Proceedings
LGACOM409A	Undertake the Tendering Process
LGACOM410A	Prepare Response to Tenders

Local Government Specialisation Elective Units	
LGAPLEM401A	Undertake Assessments of Domestic Scale Building Applications
LGAPLEM402A	Assess Minor Applications for Use or Development
LGAPLEM403A	Attend Requests for Building and Planning Information and Advice
LGAPLEM404A	Prepare and Present GIS Data
LGAPLEM405A	Provide Assistance in Carrying out Building Inspections
LGAPLEM406A	Undertake Research and Analysis of the Natural and Built Environment

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General Electives from other Training Packages and Endorsed Competency Standards	
Administration Training Package (BSA 97)	
BSACOM401A BSATEC401A	Organise and Provide Information in Response to Requests Produce Complex Documents *(or ICAITU018B and ICAITU019B)*
Frontline Management Initiative Standards (BSZ 97) (Level 4)	
BSXFMI406A	Manage Workplace Information
Asset Security Training Package *This Training Package has been endorsed but further streams are still to be added including Spatial Information Services and Architectural and Building Technology Services Sectors. Relevant units from these sectors will be added when the streams have been endorsed. On an interim basis, the units identified below have been included in this qualification. They are existing endorsed Competency Standards from Property - Spatial Information Services (215).*	
21510 21511 21512 21515 21516 21518 21514 21519 21522	Provide Field Support Services Select, Operate and Maintain Equipment and Supplies Transfer Personnel and Loads Maintain Spatial Data Store and Retrieve Spatial Data Produce Project Deliverables Integrate Spatial Data Sets Collate and Interpret Data Control and Monitor the Spatial Components of the Project
Project Management Standards (*BSX 90 superseded by* **PSP 99) (Level 4)** *These units should be taken as a group. Three units are equivalent to one other unit in this qualification, or select the three Public Services Project Management units.*	
BSX154L402A BSX154L403A BSX154L404A BSX154L405A BSX154L406A BSX154L407A BSX154L408A BSX154L409A	Apply Skills in Scope Management Apply Skills in Time Management Apply Skills in Cost Management Apply Skills in Quality Management Apply Skills in Human Resource Management Apply Skills in Communications Management Apply Skills in Risk Management Apply Skills in Procurement Management

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Public Services Training Package (PSP 99)	
PSPPOLI401A	Support Policy Information
PSPGOV401A	Apply Knowledge of Government Processes
PSPGOV402A	Deliver and Monitor Service to Clients
PSPGOV405A	Provide Input to Change Processes
PSPPOLD401A	Contribute to the Development of Policy
PSPPM401A	Develop a Project
PSPPM402A	Implement a Project
PSPPM403A	Close a Project
Assessment and Workplace Training Package (BSZ 98)	
BSZ404A	Train Small Groups
BSZ401A	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
BSZ405A	Plan and Promote a Training Program
BSZ406A	Plan a Series of Training Sessions
BSZ407A	Deliver Training Sessions
BSZ408A	Review Training

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Diploma of Local Government (Planning and Management of the Physical Environment) (LGA 5 02 00)

Qualification requirements = 14 Units (6 Common Core + 8 Electives)
At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas and/or from the general electives listed, and/or electives from other any Local Government pathway at this qualification level. One elective unit packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE104A	Work Effectively in Local Government Context
LGACORE501A	Provide Quality and Timely Advice to Council
BSXFMI502A	Provide Leadership in the Workplace
BSXFMI504A	Participate in, Lead and Facilitate Work Teams
BSXFMI505A	Manage Operations to Achieve Planned Outcomes

Local Government Common Elective Units	
LGACOM501A	Develop and Organise Public Education Programs
LGACOM502A	Devise and Conduct Community Consultations
LGACOM503A	Prepare a Budget (*or BSAFIN502B*)

Local Government Specialisation Elective Units	
LGAPLEM501A	Achieve an Efficient and Sustainable Use of Natural Resources
LGAPLEM502A	Apply Ecologically Sustainable Development Principles to the Built Environment
LGAPLEM503A	Conserve and Re-establish Natural Systems
LGAPLEM504A	Develop Strategies and Approaches to Minimise Environmental Pollution
LGAPLEM506A	Improve Community Knowledge and Skills in Environmental Management Practices
LGAPLEM507A	Maintain Spatial Data Base
LGAPLEM508A	Manipulate and Analyse Data within GIS
LGAPLEM509A	Plan Facilities for the Users of Public Transport
LGAPLEM510A	Plan for the Safe Movement of Cyclists
LGAPLEM511A	Plan for the Safe Movement of Pedestrians
LGAPLEM512A	Provide GIS Information

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General Electives from other Training Packages and Endorsed Competency Standards	
Administration Training Package (BSA 97)	
BSACOM501A	Initiate Research and Prepare Specific Data/Information to Facilitate Communication Flow
Asset Security Training Package *This Training Package has been endorsed but further streams are still to be added including Spatial Information Services and Architectural and Building Technology Services sectors. Relevant units from these sectors will be added when these streams have been endorsed. On an interim basis, the units identified below have been included in this qualification. They are existing endorsed Competency Standards from Property - Spatial Information Services (215).*	
2152 2153 2154 2159 21513 21518	Design a Project Plan Implement a Project Plan Determine Spatial Data Requirements to Meet the Deliverables Develop and Maintain Contractual Relationships Design Spatial Data Storage Produce Product Deliverables
Frontline Management Initiative Competency Standards (BSX 97) (Level 5)	
BSXFMI506A BSXFMI507A BSXFMI509A BSXFMI510A BSXFMI511A	Manage Workplace Information Manage Quality Customer Service Implement and Monitor Continuous Improvement Systems and Processes Facilitate and Capitalise on Change and Innovation Contribute to the Development of a Workplace Learning Environment
Project Management Competency Standards (*BSX 90 superseded by* **PSP 99) (Level 5)** *These units should be taken as a group. Three units are equivalent to one other unit in this qualification, or select the three Public Services Project Management units.*	
BSX154L501A BSX154L502A BSX154L503A BSX154L504A BSX154L505A BSX154L506A BSX154L507A BSX154L508A BSX154L509A	Guide Application of Project Integrative Processes Guide Application of Scope Management Guide Application of Time Management Guide Application of Cost Management Guide Application of Quality Management Guide Application of Human Resources Management Guide Application of Communications Management Guide Application of Risk Management Guide Application of Procurement Management

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Public Services Training Package (PSP 99)	
PSPLEGN501A	Promote the Values and Ethos of Public Service
PSPGOV504A	Promote Compliance with Legislation in the Public Service
PSPPOLD501A	Coordinate Research and Analysis
PSPPOLD502A	Develop Organisation Policy
PSPETHC501A	Manage the Policy Development Process
PSPPM501A	Initiate Projects
PSPPM502A	Manage Projects
PSPPM503A	Finalise Projects

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Advanced Diploma of Local Government (Planning and Management of the Physical Environment) (LGA 6 02 00)

Qualification requirements = 12 Units (5 Common Core + 7 Electives)
At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas and/or from the general electives listed, and/or electives from any other Local Government pathway at this qualification level. Up to two elective units packaged in the preceding qualification level may be selected to construct the qualification content.

Local Government Common Core Units

LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE501A	Provide Quality and Timely Advice to Council
LGACORE601A	Develop, Implement and Review Operational Plans
LGACORE602A	Promote and Facilitate Organisational Performance
LGACORE603A	Promote Council's Mission and Services

Local Government Common Elective Units

LGACOM601A	Acquire and Dispose of Assets
LGACOM602A	Coordinate and Facilitate a Change Process
LGACOM603A	Develop, Implement and Review Policies and Procedures

Local Government Specialisation Elective Units

LGAPLEM602A	Assist in Developing an Environmental Management System for the Enterprise
LGAPLEM603A	Coordinate Information Gathering and GIS Development in Council
LGAPLEM604A	Develop a Functional Road Hierarchy Strategy
LGAPLEM605A	Develop and Review a Transport Policy
LGAPLEM606A	Develop Ecologically Sustainable Land Management Systems
LGAPLEM607A	Develop, Monitor and Maintain GIS Systems
LGAPLEM608A	Identify and Evaluate Options to Improve Road Safety
LGAPLEM609A	Manage Council Parking System and Infrastructure
LGAPLEM610A	Manage Data within Council's GIS System
LGAPLEM612A	Protect Heritage and Cultural Assets
LGAPLEM613A	Protect Items of Cultural Value in the Built Environment
LGAPLEM614A	Undertake Traffic Planning Analysis

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General Electives from other Training Packages and Endorsed Competency Standards

Asset Development and Management Training Package

This Training Package has been endorsed but further streams are still to be added including Spatial Information Services and Architectural and Building Technology Services sectors. Relevant units from these sectors will be added when the streams have been endorsed. On an interim basis, the units identified below have been included in this qualification. They are existing endorsed Competency Standards from Property - Spatial Information Services (215).

2151	Determine Client Requirements
2152	Design a Project Plan
21518	Design Project Deliverables
21521	Finalise and Present Project Deliverables to the Client
2116	Control and Monitor the Spatial Components of the Project
21525	Undertake Research and Development

Private Sector Project Management Competency Standards (*BSX 90 superseded by* PSP 99) (Level 6)

These units should be taken as a group. Three units are equivalent to one other unit in this qualification, or select the three Public Services Project Management units.

BSX154L601	Manage Project Integration
BSX154L602	Manage Scope
BSX154L603	Manage Time
BSX154L604	Manage Cost
BSX154L605	Manage Quality
BSX154L606	Manage Human Resources
BSX154L607	Manage Communications
BSX154L608	Manage Risk
BSX154L609	Manage Procurement

Public Services Training Package (PSP 99)

PSPETH601A	Maintain and Enhance Confidence in Public Service
PSPLEGN601A	Manage Compliance with Legislation in the Public Service
PSPPOLI601A	Manage Policy Implementation
PSPGOV601A	Apply Knowledge of Government Systems
PSPGOV602A	Establish and Maintain External Networks
PSPPOLD601A	Develop Public Policy
PSPPM601A	Direct Project Activities
PSPHR603A	Provide Advisory and Mediation Services
PSPMNGT602A	Manage Resources
PSPMNGT606A	Manage the Delivery of Quality Customer Service
PSPMNGT609A	Formulate Business Strategies

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Environmental Health and Regulation

LGA 2 02 00 Certificate II in Local Government (Environmental Health and Regulation)
LGA 3 02 00 Certificate III in Local Government (Environmental Health and Regulation)
LGA 5 03 00 Diploma of Local Government (Environmental Health and Regulation)
LGA 6 03 00 Advanced Diploma of Local Government (Environmental Health and Regulation)

SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: ENVIRONMENTAL HEALTH AND REGULATION

Certificate II in Local Government (Environmental Health and Regulation) (LGA 2 02 00)

Qualification requirements = 9 Units (5 Common Core + 4 Electives)
Electives may be chosen from any of the Local Government specialisation elective units and general elective units listed below and/or from any other Local Government specialisation elective units listed at this level from any other Local Government qualification pathway. One unit packaged in the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE101A	Access Learning Opportunities
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE103A	Provide Service to Customers in a Local Government Environment
LGACORE104A	Work Effectively in Local Government Context
LGACORE105A	Work with Others in Local Government

Local Government Specialisation Elective Units	
LGAEHRW201A	Collect Waste Refuse or Recyclables
LGAEHRR202A	Provide Animal Care and Control
LGAEHRR203A	Regulate Public Behaviour in Recreational Areas

General Electives from other Training Packages and Endorsed Competency Standards	
Administration Training Package (BSA 97)	
BSACOM201A	Receive and Pass on Oral Messages to Facilitate Effective Routine Communication
BSATEM201A	Participate in Allocation and Completion of Team Tasks
BSATEC202A	Operate a Computer to Gain Access to and Retrieve Data
BSATEC203A	Operate a Computer to Produce Simple Documents
Asset Security Training Package (PRS 98)	
PRSSG03A	Maintain Safety of Premises and Personnel
PRSSG05A	Manage Conflict
Public Services Training Package (PSP 99)	
PSPGOV201A	Work in a Public Sector Environment
PSPGOV204A	Access and Use Resources

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Asset Maintenance Training Package (Waste Management Sector)	
This stream is under development. Relevant units will be selected when this part of the Training Package is endorsed.	
Public Safety Training Package	
This Training Package is under development. Relevant units will be selected when the Training Package is endorsed.	
Outdoor Recreation Industry Training Packages (SRO99)	
SRXCLS002A	Deliver Service to Clients

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Certificate III in Local Government (Environmental Health and Regulation) (LGA 3 02 00)

Qualification requirements = 13 Units (5 Common Core + 8 Electives)
Electives may be chosen from any of the Local Government specialisation elective units and general elective units listed below and/or from any other Local Government specialisation elective units listed at this level from any Local Government qualification pathway. Up to two elective units packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units

LGACORE101A	Access Learning Opportunities
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE103A	Provide Service to Customers in a Local Government Environment
LGACORE104A	Work Effectively in Local Government Context
LGACORE105A	Work with Others in Local Government

Local Government Specialisation Elective Units

LGAEHRR301A	Monitor and Control Standards of Accommodation
LGAEHRR302A	Monitor and Control Standards of Public Swimming Pools
LGAEHRR303A	Monitor Areas under Council Jurisdiction
LGAEHRR304A	Operate and Maintain Council Pound Facilities

General Electives from other Training Packages and Endorsed Competency Standards

Administration Training Package (BSA 97)

BSACOM301B	Collect and Provide Information to Facilitate Communication Flow
BSAENT301A	Provide Information and Advice Regarding the Products/Services of the Enterprise to Meet Client Needs
BSAENT302A	Process Client Complaints to Ensure the Goals of the Enterprise are Met
BSATEC302B	Design and Develop Documents, Reports and Worksheets

Frontline Management Initiative Standards (BSX 97) (Level 3)

BSXFMI304A	Participate in, Lead and Facilitate Work Teams
BSXFMI305A	Manage Operations to Achieve Planned Outcomes
BSXFMI307A	Manage Quality Customer Service

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Public Services Training Package	
PSPETHC301A PSPLEGN301A PSPGOV303A PSPGOV305A PSPGOV308A	Uphold the Values and Principles of Public Service Comply with Legislation in the Public Sector Build and Maintain Internal Networks Access and Use Resources and Financial Systems Work Effectively with Diversity
Asset Maintenance Training Package (Waste Management Sector)	
This stream is under development. Relevant units will be selected when this part of the Training Package is endorsed.	
Public Safety Training Package	
This Training Package is under development. Relevant units will be selected when the Training Package is endorsed.	
Outdoor Recreation Industry Training Package (SRO99)	
SRXCLS003A SRXEME003A SRXIND003A SRXRIS001A SRXTEM004A SRXTEM003A SRXRES001A SRXRES002A	Coordinate Interaction with Clients Respond to Emergency Situations Apply Sport and Recreation Law Undertake Risk Analysis of Activities Deal with Conflict Work Autonomously Educate the Public on the Safe Use of a Sport and Recreational Resource Improve Client Awareness and Implement Environmental Management Practices
Assessment and Workplace Training Package (BSZ 98)	
BSZ404A	Train Small Groups

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Diploma of Local Government (Environmental Health and Regulation) (LGA 5 03 00)

Qualification requirements = 14 Units (6 Common Core + 8 Electives)
At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas and/or from the general electives listed and/or electives from any other Local Government pathway at this qualification level. One unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE104A	Work Effectively in Local Government Context
LGACORE501A	Provide Quality and Timely Advice to Council
BSXFMI502A	Provide Leadership in the Workplace
BSXFMI504A	Participate in, Lead and Facilitate Work Teams
BSXFMI505A	Manage Operations to Achieve Planned Outcomes

Local Government Common Elective Units	
LGACOM501A	Develop and Organise Public Education Programs
LGACOM502A	Devise and Conduct Community Consultations
LGACOM503A	Prepare a Budget (*or BSAFIN502B*)

Local Government Specialisation Elective Units	
LGAEHRR501A	Coordinate Council's Responsibilities in Food Safety
LGAEHRH502A	Coordinate Immunisation Programs
LGAEHRW503A	Coordinate Programs for the Controlled Disposal and Containment of Residual Waste
LGAEHRR504A	Develop Public Education Programs to Improve Community Compliance with Environmental Health Regulation
LGAEHRW505A	Develop Strategies to Minimise the Impacts of Waste on the Environment
LGAEHRH506A	Monitor Premises to Minimise the Spread of Infectious Diseases
LGAEHRW507A	Plan and Coordinate a Waste Collection/Recycling Service
LGAEHRW508A	Undertake Education Programs to Achieve Reduction, Re-use and Recycling of Waste
LGAEHRR509A	Undertake Environmental and Nuisance Controls

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General Electives from other Training Packages and Endorsed Competency Standards	
Administration Training Package (BSA 97)	
BSACOM501A	Initiate Research and Prepare Specific Data/Information to Facilitate Communication Flow
Community Services Training Package (CHC 98)	
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS3A	Coordinate the Provision of Client Services and Programs
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCCS7A	Coordinate the Assessment and Delivery of Services to Clients with Particular Needs
CHCNET3A	Develop New Networks
CHCP&R4A	Develop and Implement Policy
Asset Maintenance Training Package (Waste Management Sector)	
This stream is under development. Relevant units will be selected when this sector of the Training Package is endorsed.	
Public Safety Training Package	
This Training Package is under development. Relevant units will be selected when the Training Package is endorsed	
Outdoor Recreation Industry Training Packages (SRO99)	
SRXIND005A	Promote Compliance with Laws and Legal Practices
Frontline Management Initiative Competency Standards (BSX 97) (Level 5)	
BSXFMI506A	Manage Workplace Information
BSXFMI507A	Manage Quality Customer Service
BSXFMI509A	Implement and Monitor Continuous Improvement Systems and Processes
BSXFMI510A	Facilitate and Capitalise on Change and Innovation
BSXFMI511A	Contribute to the Development of a Workplace Learning Environment

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Project Management Standards (*BSX 90 superseded by* PSP 99) (Level 5) *These units should be taken as a group. Three units are equivalent to one other unit in this qualification, or select the three Public Services Project Management units identified at this level.*	
BSX154L501A	Guide Application of Project Integrative Processes
BSX154L502A	Guide Application of Scope Management
BSX154L503A	Guide Application of Time Management
BSX154L504A	Guide Application of Cost Management
BSX154L505A	Guide Application of Quality Management
BSX154L506A	Guide Application of Human Resources Management
BSX154L507A	Guide Application of Communications Management
BSX154L508A	Guide Application of Risk Management
BSX154L509A	Guide Application of Procurement Management
Public Services Training Package (PSP 99)	
PSPREG401A	Exercise Regulatory Powers
PSPREG402A	Promote Client Compliance with Regulatory Powers
PSPREG403A	Assess Compliance with Legislation
PSPREG404A	Investigate Non-Compliance with Legislation
PSPREG405A	Act on Non-Compliance
PSPLEGN501A	Promote the Values and Ethos of Public Service
PSPGOV504A	Promote Compliance with Legislation in the Public Service
PSPPOLD501A	Coordinate Research and Analysis
PSPPOLD502A	Develop Organisation Policy
PSPETHC501A	Manage the Policy Development Process
PSPPM501A	Initiate Projects
PSPPM502A	Manage Projects
PSPPM503A	Finalise Projects

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK

Advanced Diploma of Local Government (Environmental Health and Regulation) (LGA 6 03 00)

Qualification requirements = 12 Units (5 Common Core + 7 Electives)
At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas and/or from the general electives listed and/or electives from any other Local Government pathway at this qualification level. One elective unit packaged in the preceding qualification level may be selected to construct the qualification content.

Local Government Common Core Units

LGACORE102A	Follow Defined OHS Policies and Procedures
LGACORE501A	Provide Quality and Timely Advice to Council
LGACORE601A	Develop, Implement and Review Operational Plans
LGACORE602A	Promote and Facilitate Enterprise Performance
LGACORE603A	Promote Council's Mission and Services

Local Government Common Elective Units

LGACOM601A	Acquire and Dispose of Assets
LGACOM602A	Coordinate and Facilitate a Change Process
LGACOM603A	Develop, Implement and Review Policies and Procedures

Local Government Specialisation Elective Units

LGAEHRW601A	Conduct Waste Management Audits and Assess Needs
LGAEHRH602A	Contribute to the Public Health Emergency Management Plan
LGAEHRW603A	Coordinate the Implementation of Council's Waste Management Strategy
LGAEHRH604A	Develop and Implement Environmental Health Education Promotion and Awareness Strategies
LGAEHRW605A	Develop Council's Waste Management Strategy
LGAEHRH606A	Develop Programs to Minimise the Spread of Infectious Diseases
LGAEHRW607A	Plan for the Controlled Disposal and Containment of Residual Waste
LGAEHRH608A	Undertake Environmental Health Planning

General Electives from other Training Packages and Endorsed Competency Standards

Asset Maintenance Training Package (Waste Management Sector)

This stream is under development. Relevant units will be selected when this part of the Training Package is endorsed.

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Public Safety Training Package	
This Training Package is under development. Relevant units will be selected when the Training Package is endorsed.	
Outdoor Recreation Industry Training Packages (SRO 99)	
SRXRIS002A	Conduct a Risk Audit and Develop a Risk Management Policy
SRXPLA001A	Develop a Strategic Plan
SRXPLA002A	Prepare an Operational Plan
Community Services Training Package (CHC 98)	
CHCAC10A	Develop a Service Delivery Strategy
CHCCS4A	Manage the Delivery of Quality Client Service
CHCINF5A	Manage Statutory and Organisational Information Requirements
CHCORG8A	Establish and Manage New Programs and Services
CHCP&R6A	Coordinate Policy Development
CHCP&R7A	Manage Policy Development
Project Management Standards (*BSX 90 superseded by* **PSP 99) (Level 6)** *These units should be taken as a group. Three units are equivalent to one other unit in this qualification, or select the three Public Services Project Management units.*	
BSX154L601	Manage Project Integration
BSX154L602	Manage Scope
BSX154L603	Manage Time
BSX154L604	Manage Cost
BSX154L605	Manage Quality
BSX154L606	Manage Human Resources
BSX154L607	Manage Communications
BSX154L608	Manage Risk
BSX154L609	Manage Procurement
Public Services Training Package (PSP 99)	
PSPETH601A	Maintain and Enhance Confidence in Public Service
PSPLEGN601A	Manage Compliance with Legislation in the Public Service
PSPPOLI601A	Manage Policy Implementation
PSPGOV601A	Apply Knowledge of Government Systems
PSPGOV602A	Establish and Maintain External Networks
PSPPOLD601A	Develop Public Policy
PSPPM601A	Direct Project Activities
PSPMNGT601A	Facilitate Workforce Effectiveness
PSPMNGT602A	Manage Resources
PSPMNGT605A	Manage Diversity
PSPMNGT606A	Manage the Delivery of Quality Customer Service
PSPMNGT609A	Formulate Business Strategies

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QUALIFICATIONS IN THE LOCAL GOVERNMENT TRAINING PACKAGE (OPERATIONAL WORKS)

List of qualifications

LGA10201 Certificate I in Local Government (Operational Works)
LGA20301 Certificate II in Local Government (Operational Works)
LGA30301 Certificate III in Local Government (Operational Works)
LGA40301 Certificate IV in Local Government (Operational Works)
LGA50401 Diploma in Local Government (Operational Works)
LGA60401 Advanced Diploma in Local Government (Operational Works)

AUSTRALIAN LOCAL government Training

Local Government Training Package

QUALIFICATIONS FRAMEWORK SECTION B: FUNCTIONAL QUALIFICATIONS FROM OTHER INDUSTRY TRAINING PACKAGES

LGA00

The national Industry Training Advisory Board for Local Government

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Preamble

Section B of the Local Government Qualifications Framework contains a range of qualifications drawn from eleven other Training Packages. Some of these Training Packages have been endorsed, others are still under development.

In providing an outline of the qualification requirements of the selected qualifications from the endorsed Training Packages, NTA as the national ITAB for Local Government, believes the information contained herein to be correct at the time of printing. NTA does not take responsibility for any errors or omissions that may have occurred in setting out this information. All relevant ITABs were contacted prior to submitting this Training Package for endorsement to confirm the content.

It is recognised that the content of Training Packages will be continually updated. Users of the qualifications contained in this section of the Qualifications Framework for Local Government are advised to consult NTA, or the relevant industry ITAB, to confirm the content and status of the information provided.

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CHC98

COMMUNITY SERVICES TRAINING PACKAGE

Qualifications Framework

INTRODUCTION TO COMMUNITY SERVICES QUALIFICATIONS

STREAMS WITHIN THE COMMUNITY SERVICES TRAINING PACKAGE

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There are thirty seven qualifications covering AQF levels 2 to 6 within the Local Government Qualifications Framework drawn from the Community Services Training Package. These are:

CHC20199	Certificate II in Community Services (Aged Care Work)
CHC30199	Certificate III in Community Services (Aged Care Work)
CHC40199	Certificate IV in Community Services (Aged Care Work)
CHC50199	Diploma of Community Services (Aged Care Work)
CHC60199	Advanced Diploma of Community Services (Aged Care Work)
CHC20299	Certificate II in Community Services (Alcohol and Other Drugs Work)
CHC30299	Certificate III in Community Services (Alcohol and Other Drugs Work)
CHC40299	Certificate IV in Community Services (Alcohol and Other Drugs Work)
CHC50299	Diploma of Community Services (Alcohol and Other Drugs Work)
CHC60299	Advanced Diploma of Community Services (Alcohol and Other Drugs Work)
CHC20399	Certificate II in Community Services (Children's Services)
CHC30399	Certificate III in Community Services (Children's Services)
CHC40399	Certificate IV in Community Services (Children's Services)
CHC50399	Diploma of Community Services (Children's Services)
CHC60399	Advanced Diploma of Community Services (Children's Services)
CHC30599	Certificate III in Community Services (Community Housing Work)
CHC40599	Certificate IV in Community Services (Community Housing Work)
CHC50599	Diploma of Community Services (Community Housing Work)
CHC60599	Advanced Diploma of Community Services (Community Housing Work)
CHC20499	Certificate II in Community Services (Community Work)
CHC30699	Certificate III in Community Services (Community Work)
CHC40699	Certificate IV in Community Services (Community Work)
CHC50699	Diploma of Community Services (Community Work)
CHC60699	Advanced Diploma of Community Services (Community Work)
CHC20599	Certificate II in Community Services (Disability Work)
CHC30799	Certificate III in Community Services (Disability Work)
CHC40799	Certificate IV in Community Services (Disability Work)
CHC50799	Diploma of Community Services (Disability Work)
CHC60799	Advanced Diploma of Community Services (Disability Work)
CHC30899	Certificate III in Community Services (Mental Health Work – Non-Clinical)
CHC40899	Certificate IV in Community Services (Mental Health Work – Non-Clinical)
CHC50899	Diploma of Community Services (Mental Health Work – Non-Clinical)
CHC60899	Advanced Diploma of Community Services (Mental Health Work – Non-Clinical)
CHC30999	Certificate III in Community Services (Youth Work)
CHC40999	Certificate IV in Community Services (Youth Work)
CHC50999	Diploma of Community Services (Youth Work)
CHC60999	Advanced Diploma of Community Services (Youth Work)

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Packaging Arrangements

The Community Services qualifications comprise: common competencies, specialisation units and optional units.

Within the Qualifications Framework pathways to a qualification are varied, enabling recognition of the full range of workplace needs in Community Services whilst providing for maximum transferability of skills. All qualifications have Community Services common units, which are packaged with specialisation and optional units to enable the achievement of occupational outcomes.

The common competencies are those units of competency which may occur in all Community Services. They are common competencies rather than core or fundamental competencies. Thus, being common does not mean that they necessarily underpin or are pre-requisites to other units of competency.

Some common competencies apply to all sectors in Community Services and these are identified as compulsory. Other common competencies apply across some but not all sectors of the industry and these may be identified as compulsory or elective by the industry sector. Common competencies enhance the portability of skills across the Community Services and Health industries.

The Community Services common units have been grouped and each of the units has been linked to AQF levels as a guide to packaging. Groups of competency make up a package which is aligned to a qualification. The level of qualification is determined by the industry sector in relation to a total package of units of competency; the package comprising common units, specialisation units and optional units.

Specialisation Competencies

Specialisation units are focused on specialist functions and/or client services. Client services may include units focused on the type of client, the mode of practice or issues. Specialisation units are those which are fundamentally different from other areas of work in Community Services and not covered in the common units.

Optional Competencies

To ensure that the flexibility required by individual organisations can be accommodated in the packaging of Competency Standards, additional units can be included as optional. This flexibility also ensures that Community Services qualifications will become a central pathway for New Apprenticeships. The qualification structures identified in the Training Package provide the basis for defining the content of such arrangements by establishing the competencies which need to be achieved.

The guidelines for including optional units of competency are determined by the sector and included in the packaging information for each qualification.

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Optional units will generally include the following, however specific requirements are indicated in each qualification:

- Elective units at this or higher levels
- Compulsory units at higher levels
- Units from endorsed Competency Standards from this or other industries

TRAINER AND ASSESSOR COMPETENCIES

Additional Packaging Rules

The qualifications in the Community Services Training Package include competencies for workplace trainers and assessors from the cross-industry *Workplace Trainer Competency Standards* (1995) and the *Competency Standards for Assessment* (1995). Specific co-requisite clusters for these competencies have been adopted in the qualifications. Information on this page must be referred to when including Trainer and Assessor competencies in Community Services Training Package qualifications.

Packaging TRAIN1, TRAIN2 and ASSESS

The trainer and assessor competencies are titled in Community Services qualifications as TRAIN1, TRAIN2 and ASSESS and may be packaged as *optional* or *elective*. These titles are comprised of several co-requisite competencies (as shown below).

TRAIN1

CHCTRAIN1A	Prepare for Training (Category 1)*
CHCTRAIN2A	Deliver Training (Category 1)*
CHCTRAIN3A	Review Training (Category 1)*

TRAIN2

CHCTRAIN4A	Prepare for Training (Category 2)*
CHCTRAIN5A	Deliver Training (Category 2)*
CHCTRAIN6A	Conduct Assessment*
CHCTRAIN7A	Review and Promote Training *

ASSESS

CHCASSESS1A	Conduct Assessment of Competency in Accordance with Established Assessment Procedure**
CHCASSESS2A	Plan and Review Assessment**

Each one of these units is included in the Community Services Common Competencies.

* *Workplace Trainer Competency Standards* (1995)
** *Competency Standards for Assessment* (1995)

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Weighting for the Trainer and Assessor Units of Competency

Please note that clusters shown above count for ONE elective or option according to qualification packaging rules (see individual qualifications for full packaging rules). In other words:

- The three competencies under the TRAIN1 heading count for *one* unit within packaging rules
- The four competencies under the TRAIN2 count for *one* unit within packaging rules
- The two competencies under the ASSESS count for *one* unit within packaging rules

For Further Information

Ms Lorraine Wheeler
Chief Executive Officer
Community Services and Health Training Australia
GPO Box 9848
Sydney NSW 2001

Ph: 02 9263 3589
Fax: 02 9263 3599
Email: anyone@cshta.com.au

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE: AGED CARE WORK	
Title: Certificate II in Community Services (Aged Care Work) (CHC20199)	
Qualification requirements = 11 Units (6 Compulsory + 4 Electives + 1 Option) *Electives may be chosen from the Elective categories below (one must be an Aged Care Specialisation Unit).*	
Community Services Common Competencies	
Compulsory	
CHCORG1A	Follow the Organisation's Policies, Procedures and Programs
CHCORG2A	Work with Others
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCCOM1A	Communicate with People Accessing the Service of the Organisation
CHCCS0A	Deliver Services to Clients
Electives	
CHCAD1A	Advocate for Clients
CHCADMIN1A	Undertake Basic Administrative Duties
CHCCD7A	Support Community Resources
CHCCD12A	Undertake Work in the Community Services Industry
CHCCS5A	Identify and Address Specific Client Needs
CHCGROUP1A	Support the Activities of Existing Groups
CHCGROUP2A	Support Group Activities
Aged Care Specialisation Units	
Compulsory	
CHCAC3A	Orientation to Aged Care Work
Electives	
CHCAC1A	Provide Care Support to Aged People
CHCAC2A	Assist with Aged People's Personal Needs
CHCAC4A	Assist in the Provision of an Appropriate Environment
CHCAC5A	Contribute to Service Delivery Strategy
Electives from other Community Services Sectors	
CHCAOD1A	Introduction to the Alcohol and Other Drugs Sector
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCDIS1A	Orientation to Disability Work
CHCDIS3A	Provide Services to People With Disabilities
CHCDIS5A	Contribute to Positive Learning
CHCDIS8A	Support People with Disabilities as Workers
CHCDIS10A	Provide Care and Support
CHCMH1A	Orientation to Work in the Mental Health Sector
Electives from Ancillary/Support Services	
Cleaning services	
PRMCL01A	Maintain Hard Floor Surfaces
PRMCL03A	Replace Hard Floor Finish
PRMCL04A	Maintain Soft Floors

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PRMCL05A	Remove Stains and Spillages from Soft Floors
PRMCL07A	Remove Dirt and Soil from Soft Floors or Fabric Upholstery Using a Water Extraction Method
PRMCL09A	Wash and Squeegee Glass Surfaces to Remove all Visible Dirt and Grime
PRMCL10A	Maintain Ceiling Surfaces and Fittings
PRMCL11A	Spot Clean External Surfaces to Remove all Visible Marks
PRMCL12A	Wash External Surfaces to Remove all Visible Dirt and Grime
PRMCL13A	Undertake Detailed Clean of Window Coverings to Remove All Dirt and Grime
PRMCL14A	Maintain a Clean Room Environment with no Traces of Visible Dust
PRMCL15A	Maintain Furniture and Fittings and Dress an Area or Room
PRMCL17A	Maintain Wet Area in an Odour Free, Soil and Hazard Free Condition
PRMCL19A	Remove Waste to Maintain a Tidy Environment/Area
Client/Patient services	
CHCCPS2A	Handle and Transport Goods
CHCCPS3A	Prepare a Bed for Occupancy
CHCCPS6A	Transport Specimens and Deceased Persons
Food services	
CHCFP1A	Present Food
CHCFP4A	Prepare Appetisers, Salads and Sandwiches
CHCT2A	Receive, Transport and Store Food in a Safe and Hygienic Manner
CHCT7A	Wash Dishes
CHCT8A	Deliver Food/Beverages
CHCT9A	Collect Meal Trays/Beverage Utensils
CHCT10A	Support Food Services in Menu Processing
CHCT11A	Provide Support to Clinical/Nutrition Services
CHCT12A	Assist Client/Patient with Nutrition Care
Laundry services	
CHCPRLAU01A	Collect, Receive and Sort Product
CHCPRLAU08A	Repair Damaged Products
CHCPRLAU02A	Operate Washing Machines
CHCPRLAU04A	Perform Linen Rewash
CHCPRLAU06A	Perform Conditioning and/or Drying Processes
CHCPRDCG04A	Operate Dry Cleaning Machines
CHCPRDCG05A	Operate Wet Cleaning Machines
CHCPRDCG06A	Operate Finishing Equipment
CHCOD9A	Perform Pre and Post Spotting
CHCPRDCG10A	Prepare Articles for Storage or Dispatch
CHCPRLAU11A	Coordinate and Process Products for Storage/Dispatch
CHCPSD4A	Process Linen
Options	
• elective units at this or higher levels • compulsory units at higher levels • units from endorsed Competency Standards in any industry at this or higher levels • enterprise specific units	

Note 1: Only one of CHCAC1A and CHCAC2A may be included.

Note 2: One Elective unit in Certificate II in Community Services (Aged Care) is equivalent to four Ancillary/Support units. The relevant Ancillary/Support units are listed over the page.

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE	
Title: Certificate III in Community Services (Aged Care Work) (CHC30199)	
Qualification requirements = 13 Units (6 Compulsory + 5 Electives + 2 Options) *Electives may be chosen from the Elective categories below (one must be an Aged Care Specialisation Unit).*	
Community Services Common Competencies	
Compulsory	
CHCCOM2A	Communicate Appropriately with Clients and Colleagues
CHCINF1A	Process and Provide Information
CHCORG3A	Participate in the Work Environment
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCCS0A	Deliver Services to Clients
Electives	
CHCAD1A	Advocate for Clients
CHCADMIN2A	Provide Administrative Support
CHCCD7A	Support Community Resources
CHCCD12A	Undertake Work in the Community Services Industry
CHCCM1A	Undertake Case Management
CHCCWI1A	Operate under a Case Work Framework
CHCGROUP2A	Support Group Activities
CHCNET1A	Participate in Networks
CHCP and R1A	Participate in Policy Development
Aged Care Specialisation Units	
Compulsory	
CHCAC3A	Orientation to Aged Care Work
Electives	
CHCAC1A	Provide Care Support to Aged People
CHCAC2A	Assist with Aged People's Personal Needs
CHCAC4A	Assist in the Provision of an Appropriate Environment
CHCAC5A	Contribute to Service Delivery Strategy
CHCAC6A	Provide Services to Aged People
CHCAC12A	Provide Services to Meet Aged People's Personal Needs
Electives from other Community Services Sectors	
CHCAOD2A	Orientation to the Alcohol and Other Drugs Sector
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCDIS1A	Orientation to Disability Work
CHCDIS3A	Provide Services to People With Disabilities
CHCDIS5A	Contribute to Positive Learning
CHCDIS8A	Support People with Disabilities as Workers
CHCDIS10A	Provide Care and Support
CHCMH1A	Orientation to Work in the Mental Health Sector
Electives from Ancillary/Support Services	
Cleaning services	
PRMCL01A	Maintain Hard Floor Surfaces
PRMCL03A	Replace Hard Floor Finish

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PRMCL04A	Maintain Soft Floors
PRMCL05A	Remove Stains and Spillages from Soft Floors
PRMCL07A	Remove Dirt and Soil from Soft Floors or Fabric Upholstery
PRMCL09A	Wash and Squeegee Glass Surfaces to Remove all Visible Dirt and Grime
PRMCL10A	Maintain Ceiling Surfaces and Fittings
PRMCL11A	Spot Clean External Surfaces to Remove all Visible Marks
PRMCL12A	Wash External Surfaces to Remove all Visible Dirt and Grime
PRMCL13A	Undertake Detailed Clean of Window Coverings to Remove all Dirt and Grime
PRMCL14A	Maintain a Clean Room Environment with no Traces of Visible Dust
PRMCL15A	Maintain Furniture and Fittings and Dress an Area or Room
PRMCL17A	Maintain Wet Area in an Odour Free, Soil and Hazard Free Condition
PRMCL19A	Remove Waste to Maintain a Tidy Environment/Area
Client/Patient services	
CHCCPS2A	Handle and Transport Goods
CHCCPS3A	Prepare a Bed for Occupancy
CHCCPS6A	Transport Specimens and Deceased Persons
Food services	
CHCFP1A	Present Food
CHCFP4A	Prepare Appetisers, Salads and Sandwiches
CHCT2A	Receive, Transport and Store Food in a Safe and Hygienic Manner
CHCT7A	Wash Dishes
CHCT8A	Deliver Food/Beverages
CHCT9A	Collect Meal Trays/Beverage Utensils
CHCT10A	Support Food Services in Menu Processing
CHCT11A	Provide Support to Clinical/Nutrition Services
CHCT12A	Assist Client/Patient with Nutrition Care
Laundry services	
CHCPRLAU01A	Collect, Receive and Sort Product
CHCPRLAU08A	Repair or Condemn Damaged Products
CHCPRLAU02A	Operate Washing Machines
CHCPRLAU04A	Perform Linen Rewash
CHCPRLAU06A	Perform Conditioning and/or Drying Processes
CHCPRDCG04A	Operate Dry Cleaning Machines
CHCPRDCG05A	Operate Wet Cleaning Machines
CHCPRDCG06A	Operate Finishing Equipment
CHCOD9A	Perform Pre and Post Spotting
CHCPRDCG10A	Prepare Products for Storage or Dispatch
CHCPRLAU11A	Coordinate and Process Products for Storage/Dispatch
CHCPSD4A	Process Linen

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

Note 1: Only one of CHCAC1A and CHCAC2A may be included.

Note 2: One Elective unit in Certificate II in Community Services (Aged Care) is equivalent to four Ancillary/Support units. The relevant Ancillary/Support units are listed over the page.

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate IV In Community Services (Aged Care Work) (CHC40199)

Qualification requirements = 14 Units (10 Compulsory + 3 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCCS2A	Deliver and Develop Client Service
CHCINF2A	Maintain Organisation's Information System
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCORG5A	Maintain an Effective Work Environment
Electives	
CHCAD1A	Advocate for Clients
CHCCD1A	Support Community Participation
CHCCD2A	Provide Community Education Programs
CHCCD3A	Meet Information Needs of the Community
CHCCD4A	Develop and Implement Community Programs
CHCCD5A	Develop Community Resources
CHCCS6A	Assess and Deliver Services to Clients with Complex Needs
CHCGROUP3A	Plan and Conduct Group Activities
CHCNET2A	Maintain Effective Networks
CHCP and R2A	Contribute to Policy Development
CHCP and R3A	Undertake Research Activities
TRAIN1	Workplace Trainer (Category 1)
Aged Care Specialisation Units	
Compulsory	
CHCAC3A	Orientation to Aged Care Work
CHCAC6A	Provide Services to Aged People
CHCAC8A	Monitor Services to Aged People
CHCAC12A	Provide Services to Meet Aged People's Personal Needs

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

Note 2: The code TRAIN1 represents several specific competencies (see introduction).

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Diploma of Community Services (Aged Care Work) (CHC50199)

Qualification requirements = 16 Units (12 Compulsory + 3 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS3A	Coordinate the Provision of Client Services and Programs
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCORG6A	Coordinate the Work Environment
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
Electives	
CHCAD1A	Advocate for Clients
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
ASSESS	Assessor Competencies
CHCCD2A	Provide Community Education Programs
CHCCD4A	Develop and Implement Community Programs
CHCCD5A	Develop Community Resources
CHCCM3A	Develop, Facilitate and Monitor all Aspects of Case Management
CHCCS7A	Coordinate the Assessment and Delivery of Services to Clients with Particular Needs
CHCGROUP3A	Plan and Conduct Group Activities
CHCINF3A	Coordinate Information Systems
CHCNET3A	Develop New Networks
CHCP and R4A	Develop and Implement Policy
CHCP and R5A	Manage Research Activities
TRAIN2	Workplace Trainer (Category 2)
Aged Care Specialisation Units	
Compulsory	
CHCAC7A	Ensure Duty of Care is Provided
CHCAC9A	Coordinate Service Provision Programs
CHCAC10A	Develop a Service Delivery Strategy
CHCAC11A	Safeguard the Rights and Needs of the Aged Person
CHCAC13A	Coordinate Work in the Aged Care Sector
Electives	
CHCAC6A	Provide Services to Aged People
CHCAC12A	Provide Services to Meet Aged People's Personal Needs

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE	
Title: Advanced Diploma of Community Services (Aged Care Work) (CHC60199)	
Qualification requirements = 16 Units (12 Compulsory + 3 Electives + 1 Option) *Electives may be chosen from the Elective categories below.*	
Community Services Common Competencies	
Compulsory	
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
CHCCOM3A	Utilise Specialist Communication Skills
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS4A	Manage the Delivery of Quality Client Service
CHCINF4A	Manage the Organisation's Information Systems
CHCORG7A	Manage Workplace Issues
CHCORG11A	Lead and Develop Others
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
Electives	
ASSESS	Assessor Competencies
CHCCD6A	Establish and Develop Community Organisations
CHCCM4A	Promote High Quality Case Management
CHCCM5A	Develop Practice Standards
CHCCS7A	Coordinate the Assessment and Delivery of Services to Clients with Particular Needs
CHCINF5A	Manage Statutory and Organisational Information Requirements
CHCINF6A	Manage Information Strategically
CHCORG8A	Establish and Manage New Programs or Services
CHCORG9A	Manage Projects and Strategies
CHCORG10A	Manage Organisational Change
CHCORG12A	Review Organisational Effectiveness
CHCORG13A	Manage Organisational Strategic and Business Planning
CHCORG14A	Manage a Service Organisation
CHCORG15A	Promote the Organisation
CHCORG16A	Manage Training
CHCP and R6A	Coordinate Policy Development
CHCP and R7A	Manage Policy Development
Aged Care Specialisation Units	
Compulsory	
CHCAC7A	Ensure Duty of Care is Provided
CHCAC10A	Develop a Service Delivery Strategy
CHCAC11A	Safeguard the Rights and Needs of the Aged Person
CHCAC13A	Coordinate Work in the Aged Care Sector
Electives	
CHCAC6A	Provide Services to Aged People
CHCAC12A	Provide Services to Meet Aged People's Personal Needs

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Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE: ALCOHOL AND OTHER DRUGS WORK	
Title: Certificate II in Community Services (Alcohol and Other Drugs Work) (CHC20299)	
Qualification requirements = 8 Units (7 Compulsory + 1 Elective) *The Elective may be chosen from the Elective categories below.*	
Community Services Common Competencies	
Compulsory	
CHCADMIN1A	Undertake Basic Administrative Duties
CHCORG1A	Follow the Organisation's Policies, Procedures and Programs
CHCORG2A	Work with Others
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCCOM1A	Communicate with People Accessing the Services of the Organisation
Electives	
CHCGROUP1A	Support the Activities of Existing Groups
Alcohol and Other Drugs Specialisation Units	
Compulsory	
CHCAOD1A	Introduction to the Alcohol and Other Drugs Sector
CHCAOD4A	Support People with Alcohol and/or Other Drugs Issues
Electives	
CHCAOD3A	Provide First Point of Contact for Potential Clients

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate III in Community Services (Alcohol and Other Drugs Work) (CHC30299)

Qualification requirements = 13 Units (9 Compulsory + 2 Electives + 2 Options)
Electives may be chosen from the Elective categories below (one of these may be from Certificate II).

Community Services Common Competencies	
Compulsory	
CHCADMIN2A	Provide Administrative Support
CHCNET1A	Participate in Networks
CHCCOM2A	Communicate Appropriately with Clients and Colleagues
CHCCS1A	Deliver and Monitor Service to Clients
CHCINF1A	Process and Provide Information
CHCORG3A	Participate in the Work Environment
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCP & R1A	Participate in Policy Development
Electives	
CHCGROUP2A	Support Group Activities
Alcohol and Other Drugs Specialisation Units	
Compulsory	
CHCAOD2A	Orientation to the Alcohol and Other Drugs Sector
Electives	
CHCAOD5A	Provide Services to Clients with Alcohol and Other Drugs Issues
CHCAOD6A	Work with Clients who are Intoxicated
CHCAOD7A	Provide Needle Exchange Services

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate IV in Community Services (Alcohol and Other Drugs Work) (CHC40299)

Qualification requirements = 12 Units (8 Compulsory + 2 Electives + 2 Options)
Electives may be chosen from the Elective categories below (one of these may be from Certificate III).

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCCS2A	Deliver and Develop Client Service
CHCINF2A	Maintain Organisation's Information System
CHCNET2A	Maintain Effective Networks
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCORG5A	Maintain an Effective Work Environment
Electives	
CHCAD1A	Advocate for Clients
CHCCD1A	Support Community Participation
CHCCD2A	Provide Community Education Programs
CHCCD5A	Develop Community Resources
CHCGROUP3A	Plan and Conduct Group Activities
CHCP&R2A	Contribute to Policy Development
CHCP&R3A	Undertake Research Activities
TRAIN1	Workplace Trainer (Category 1)
Alcohol and Other Drugs Specialisation Units	
Compulsory	
CHCAOD2A	Orientation to the Alcohol and Other Drugs Sector
Electives	
CHCAOD8A	Work with Clients who have Alcohol and Other Drugs Issues
CHCAOD9A	Provide Alcohol and Other Drug Withdrawal Services

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Diploma of Community Services (Alcohol and Other Drugs Work) (CHC50299)

Qualification requirements = 13 Units (7 Compulsory + 4 Electives + 2 Options)
Electives may be chosen from the Elective categories below (one of these may be from Certificate IV).

Community Services Common Competencies	
Compulsory	
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS3A	Coordinate the Provision of Client Services
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCNET3A	Develop New Networks
CHCORG6A	Coordinate the Work Environment
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
Electives	
CHCAD1A	Advocate for Clients
ASSESS	Assessor Competencies
CHCCD2A	Provide Community Education Programs
CHCCD5A	Develop Community Resources
CHCCM3A	Develop, Facilitate and Monitor all Aspects of Case Management
CHCGROUP3A	Plan and Conduct Group Activities
CHCINF3A	Coordinate Information Systems
CHCP&R4A	Develop and Implement Policy
CHCP&R5A	Manage Research Activities
TRAIN2	Workplace Trainer (Category 2)
Alcohol and Other Drugs Specialisation Units	
Compulsory	
CHCAOD2A	Orientation to the Alcohol and Other Drugs Sector
Electives	
CHCAOD8A	Work with Clients who have Alcohol and Other Drugs Issues

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Community Services (Alcohol and Other Drugs Work) (CHC60299)

Qualification requirements = 16 Units (12 Compulsory + 3 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS4A	Manage the Delivery of Quality Client Service
CHCINF4A	Manage the Organisation's Information Systems
CHCORG7A	Manage Workplace Issues
CHCORG8A	Establish and Manage New Programs or Services
CHCORG9A	Manage Projects and Strategies
CHCORG11A	Lead and Develop Others
CHCORG14A	Manage a Service Organisation
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
CHCP&R6A	Coordinate Policy Development
Electives	
CHCCD6A	Establish and Develop Community Organisations
CHCCM4A	Promote High Quality Case Management
CHCCM5A	Develop Practice Standards
CHCINF6A	Manage Information Strategically
CHCORG10A	Manage Organisational Change
CHCORG12A	Review Organisational Effectiveness
CHCORG13A	Manage Organisational Strategic and Business Planning
CHCORG15A	Promote the Organisation
CHCORG16A	Manage Training
CHCP&R7A	Manage Policy Development

Alcohol and Other Drugs Specialisation Units	
Compulsory	
CHCAOD2A	Orientation to the Alcohol and Other Drugs Sector
Electives	
None	

Options

- elective units at this level
- compulsory units at the Diploma level
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE: CHILDREN'S SERVICES

Title: Certificate II in Community Services (Children's Services) (CHC20399)

Qualification requirements = 10 Units (3 Common Compulsory + 4 Specialisation Compulsory + 2 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCORG2A	Work with Others
CHCCOM1A	Communicate with People Accessing the Services of the Organisation
Electives	
CHCADMIN1A	Undertake Basic Administrative Duties
Children's Services Specialisation Units	
Compulsory	
CHCCN1A	Maintain a Healthy and Safe Environment
CHCCN2A	Provide Physical Care
CHCICAA	Communicate with Children
CHCCHILD1A	Work within Legislative and Ethical Requirements
Electives	
CHCFC1A	Support the Development of Children
CHCCNAA	Support Babies' Needs**
CHCCN4A	Respond to Illness, Accidents and Emergencies
CHCCN7A	Foster Children's Self Help Skills
CHCIC1A	Interact Positively with Children
CHCIC2A	Guide Children's Behaviour

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels

** compulsory units for Centre-based care workers

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE	
Title: Certificate III in Community Services (Children's Services) (CHC30399)	
Qualification requirements = 17 units (1 Common Compulsory + 11 Specialisation Compulsory + 4 Electives + 1 Option) *Electives may be chosen from the Elective categories below.*	
Community Services Common Competencies	
Compulsory	
CHCORG3A	Participate in the Work Environment
Electives	
CHCADMIN2A	Provide Administrative Support
CHCGROUP2A	Support Group Activities**++
Children's Services Specialisation Units	
Compulsory	
CHCFC1A	Support the Development of Children
CHCCN4A	Respond to Illness, Accidents and Emergencies
CHCCN6A	Travel with Children Safely
CHCCN7A	Foster Children's Self Help Skills
CHCIC1A	Interact Positively with Children
CHCIC2A	Guide Children's Behaviour
CHCIC4A	Work Collaboratively with Children
CHCRF1A	Communicate with Family Members about their Children
CHCPR1A	Facilitate Play and Leisure
CHCPR2A	Organise Experiences for Children
CHCPR3A	Observe Children
Electives	
CHCAL7A	Fulfil Family Day Care Duties
CHCFC2A	Foster the Physical Development of Children
CHCFC3A	Foster the Social Development of Children ++
CHCFC4A	Foster the Emotional and Psychological Development of Children
CHCCNAA	Support Babies' Needs ##
CHCCN3A	Prepare Food ##
CHCCN5A	Support the Emotional Well Being of Babies/Infants **
CHCCN10A	Support the Emotional Needs of Children ##
Options	
• elective units at this or higher levels • compulsory units at higher levels • units from endorsed Standards in any industry at this or higher levels	

** compulsory units for Centre-based care workers
++ compulsory units for Out of School Hours care workers
compulsory units for Family Day care workers

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate IV in Community Services (Children's Services) (CHC40399)

Qualification requirements = 13 Units (3 Specialisation Compulsory + 9 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Children's Services Specialisation Units	
Compulsory	
CHCFC2A	Foster the Physical Development of Children
CHCFC3A	Foster the Social Development of Children
CHCFC4A	Foster the Emotional and Psychological Development of Children
Electives	
CHCFC5A	Foster Children's Cognitive Development
CHCFC6A	Foster Children's Language Development
CHCFC7A	Foster Children's Aesthetic and Creative Development
CHCFC20A	Promote the Ethical Understanding of Children
CHCCNAA	Support Babies' Needs
CHCCN3A	Prepare Food
CHCCN5A	Support the Emotional Well Being of Babies/Infants ##
CHCCN8A	Plan Care Routines ** ##
CHCCN10A	Support the Emotional Needs of Children** ##
CHCIC14A	Facilitate Children's Communication Skills++
CHCRF11A	Work in Partnership with Families to Care for the Child ##
CHCPR4A	Provide Opportunities and Experiences to Enhance Children's Development** ##
CHCPR5A	Enhance Children's Play and Leisure
CHCPR9A	Use Observations and Records
CHCPR10A	Facilitate the Design of Programs of the Service
CHCPR11A	Coordinate the Implementation of Programs
CHCPR12A	Monitor and Evaluate Programs
CHCAL7A	Fulfil FDC Administration Duties ##
CHCCHILD2A	Support the Rights and Safety of Children within Duty of Care Requirements
CHCADMIN2A	Provide Administrative Support**
CHCADMIN3A	Undertake Administrative Work++ ##
CHCCD3A	Meet Information Needs of the Community
CHCGROUP2A	Support Group Activities
CHCGROUP3A	Plan and Conduct Group Activities

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards from this or other industries

** compulsory units for Centre-based care workers
++ compulsory units for Out of School Hours care workers
compulsory units for Family Day care workers

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE	
Title: Diploma of Community Services (Children's Services) (CHC50399)	
Qualification requirements = 29 Units (15 Specialisation Compulsory + 13 Electives + 1 Option) *Electives may be chosen from the Elective categories below.*	
Children's Services Specialisation Units	
Compulsory	
CHCFC5A	Foster Children's Cognitive Development
CHCFC6A	Foster Children's Language Development
CHCFC7A	Foster Children's Aesthetic and Creative Development
CHCCN8A	Plan Care Routines
CHCCN10A	Support the Emotional Needs of Children
CHCCN11A	Guide the Establishment and Maintenance of a Safe Environment
CHCIC10A	Establish Plans for Developing Responsible Behaviour
CHCIC11A	Implement and Promote Inclusive Practices and Policies
CHCIC12A	Plan the Inclusion of Children with Additional Needs
CHCIC14A	Facilitate Children's Communication Skills
CHCPR4A	Provide Opportunities and Experiences to Enhance Children's Development
CHCPR5A	Enhance Children's Play and Leisure
CHCPR9A	Use Observations and Records
CHCCHILD2A	Support the Rights and Safety of Children within Duty of Care Requirements
CHCSD10A	Develop new Approaches for Providing Service
Electives	
CHCFC10A	Enhance the Emotional and Psychological Development of Children
CHCFC11A	Enhance the Development of Children's Language
CHCFC20A	Promote the Ethical Understanding of Children
CHCCN3A	Prepare Food**
CHCCN5A	Support the Emotional Well Being of Babies/Infants
CHCCN20A	Advocate for the Rights and Needs of Children$$
CHCRF11A	Work in Partnership with Families to Care for the Child** ++
CHCPR10A	Facilitate the Design of Programs for the Service** ++ $$
CHCPR11A	Coordinate the Implementation of Programs** ++
CHCPR12A	Monitor and Evaluate Programs** ++ $$
CHCPR13A	Facilitate the Development of Programs for Children with Additional Needs** ++ $$
CHCPR14A	Observe Children and Interpret Observations## $$
CHCAL7A	Fulfil FDC Administration Duties$$
CHCSD12A	Act as a Resource to Workers$$
CHCADMIN2A	Provide Administrative Support
CHCADMIN3A	Undertake Administrative Work**
TRAIN1	Provide Training in the Workplace$$
ASSESS	Conduct Assessment of Competency
CHCINF2A	Maintain Organisation's Information System++##
CHCORG5A	Maintain an Effective Work Environment

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CHCORG7A	Manage Workplace Issues** $$
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs**++##
CHCGROUP2A	Support Group Activities##
CHCGROUP3A	Plan and Conduct Group Activities++ ##
CHCCD3A	Meet Information Needs of the Community** ++
CHCCD7A	Support Community Resources

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards from this or other industries

** compulsory units for Centre-based care workers
++ compulsory units for Out of School Hours care workers
compulsory units for Family Day care providers
$$ compulsory units Family Day care field workers

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE	
Title: Advanced Diploma of Community Services (Children's Services) (CHC60399)	
Qualification requirements = 31 Units (9 Common Compulsory + 9 Specialisation Compulsory + 12 Electives + 1 Option) *Electives may be chosen from the Elective categories below.*	
Community Services Common Competencies	
Compulsory	
CHCCD3A	Meet Information Needs of the Community
CHCCD7A	Support Community Resources
CHCORG5A	Maintain an Effective Work Environment
CHCORG7A	Manage Workplace Issues
CHCORG11A	Lead and Develop Others
CHCINF2A	Maintain Organisation's Information System
CHCORG19A	Develop and Maintain the Quality of Service Outcomes
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
Electives	
CHCADMIN3A	Undertake Administrative Work
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
CHCINF3A	Coordinate Information Systems
CHCGROUP2A	Support Group Activities
CHCGROUP3A	Plan and Conduct Group Activities
CHCNET2A	Maintain Effective Networks++
CHCCD1A	Work with the Community
CHCORG18A	Establish, Maintain and Evaluate the Organisation's Occupational Health and Safety
CHCORG20A	Promote and Represent the Service
CHCORG21A	Act as a Resource to Other Services
CHCP&R4A	Develop and Implement Policy
TRAIN2	Prepare for Training Deliver Training Assess Trainees Review and Promote Training
TRAIN1	Provide Training in the Workplace##
ASSESS	Conduct Assessment of Competency
Children's Services Specialisation Units	
Compulsory	
CHCRF11A	Work in Partnership with Families to Care for the Child
CHCRF23A	Respond to Problems and Complaints about the Service
CHCPR10A	Facilitate the Design of Programs of the Service
CHCPR12A	Monitor and Evaluate Programs
CHCPR13A	Facilitate the Development of Programs for Children with Additional Needs
CHCSD12A	Act as a Resource to Workers

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Electives	
CHCAL23A	Manage Family Day Care Administration
CHCCN3A	Prepare Food
CHCCN5A	Support the Emotional Well Being of Babies/Infants
CHCCN20A	Advocate for the Rights and Needs of Children**
CHCFC10A	Enhance the Emotional and Psychological Development of Children
CHCFC11A	Enhance the Development of Children's Language
CHCFC20A	Promote the Ethical Understanding of Children
CHCIC20A	Manage Complex Behavioural Situations
CHCPR11A	Coordinate the Implementation of Programs
CHCPR14A	Observe Children and Interpret Observations
CHCRF22A	Plan Child Care Provision with Families++ ##
CHCRF24A	Provide Support to Parents
CHCSD11A	Facilitate the Inclusion of Children with Additional Needs
CHCSD24A	Develop a Model for the Service

Options

- elective units at this level
- compulsory units at the Diploma level
- units from endorsed Competency Standards from this or other industries

** compulsory units for Centre-based care workers
++ compulsory units for Out of School Hours care workers
compulsory units for Family Day care workers

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE: COMMUNITY HOUSING WORK

Title: Certificate III in Community Services (Community Housing Work) (CHC30599)

Qualification requirements = 12 Units (9 Compulsory + 2 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADM2A	Provide Administrative Support
CHCCOM2A	Communicate Appropriately with Clients and Colleagues
CHCCS1A	Deliver and Monitor Service to Clients
CHCINF1A	Process and Provide Information
CHCORG3A	Participate in the Work Environment
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCP and R1A	Participate in Policy Development
Electives	
CHCGROUP1A	Support Group Activities
CHCNET1A	Participate in Networks
Community Housing Specialisation Units	
Compulsory	
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCCH2A	Provide First Point of Contact
Electives	
CHCCH3A	Provide Support
CHCCH4A	Work with Other Services
CHCCH21A	Respond to Property or Purchase Enquiry

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate IV in Community Services (Community Housing Work) (CHC40599)

Qualification requirements = 15 Units (10 Compulsory + 4 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCCS2A	Deliver and Develop Client Service
CHCINF2A	Maintain Organisation's Information Systems
CHCNET2A	Maintain Effective Networks
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCORG5A	Maintain an Effective Work Environment
CHCP&R2A	Contribute to Policy Development
Electives	
CHCAD1A	Advocate for Clients
CHCCD1A	Work with the Community
CHCCD2A	Provide Community Education Programs
CHCCD3A	Meet Information Needs of the Community
CHCGROUP3A	Plan and Conduct Group Activities
CHCP&R3A	Undertake Research Activities
CHCCM1A	Undertake Case Management
CHCCM2A	Establish and Monitor a Case Plan
CHCCWI1A	Operate under a Casework Framework
CHCCWI2A	Implement a Casework Strategy
TRAIN1	Workplace Trainer (Category 1)
Community Housing Specialisation Units	
Compulsory	
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCCH3A	Provide Support
Electives	
CHCCH4A	Work with Other Services
PRDRE19A	Provide Property Management Services
PRDRE14A	Market Property
PRDRE18A	Lease Property
CHCCH10A	Manage and Maintain Tenancies
CHCCH11A	Manage Housing Applications
CHCCH12A	Manage Housing Allocations
CHCCH13A	Manage Tenancy Rent
CHCCH14A	Manage Rental Assistance Process
CHCCH16A	Manage Vacant Properties
PRDPD33A	Undertake Property Inspection
CHCCH19A	Manage Property Maintenance (Implementation)

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Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Diploma of Community Services (Community Housing Work) (CHC50599)

Qualification requirements = 17 Units (12 Compulsory + 4 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS3A	Coordinate the Provision of Client Services
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCNET3A	Develop New Networks
CHCORG6A	Coordinate the Work Environment
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
CHCP&R4A	Develop and Implement Policy
CHCP&R5A	Manage Research Activities
Electives	
ASSESS	Assessor Competencies
CHCAD1A	Advocate for Clients
CHCCD5A	Develop Information and Educational Resources
CHCGROUP2A	Support Group Activities
CHCINF3A	Coordinate Information Systems
CHCCM3A	Develop, Facilitate and Monitor all Aspects of Case Management
CHCTRAIN2A	Workplace Trainer (Category 2)

Community Housing Specialisation Units	
Compulsory	
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCCH4A	Work with Other Services
CHCCH5A	Undertake Systems Advocacy
CHCCH6A	Facilitate Client Participation in the Organisation
Electives	
CHCCH7A	Recruit and Coordinate Volunteers
CHCCH8A	Represent the Client in Court
CHCCH9A	Represent the Organisation in Court
CHCCH24A	Acquire Properties by Purchase or Transfer
PRDPD32A	Provide Facilities and Amenities to Property Users
CHCCH18A	Manage Property Maintenance (Planning)
PRDPD32A	Develop a Tenancy Mix Strategy
PRDRE29A	Develop and Implement a Property Data Base

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Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

Note 2: Units above coded PRD are from the *Property Services Asset Development and Management Training Package* and have mutual recognition with the *Community Services Training Package.*

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Community Services (Community Housing Work) (CHC60599)

Qualification requirements = 20 Units (15 Compulsory + 4 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN4A	Manage Financial, Accounting and Resource Systems
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS4A	Manage the Delivery of Quality Client Service
CHCINF4A	Manage the Organisation's Information Systems
CHCORG7A	Manage Workplace Issues
CHCORG9A	Managing Projects and Strategies
CHCORG10A	Manage Organisational Change
CHCORG11A	Lead and Develop Others
CHCORG13A	Manage Organisational Strategic and Business Planning
CHCORG14A	Manage a Service Organisation
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
CHCP&R6A	Coordinate Policy Development
Electives	
CHCCD6A	Establish and Develop Community Organisations
CHCCM5A	Develop Practice Standards
CHCINF6A	Manage Information Strategically
CHCORG8A	Establish and Manage New Programs or Services
CHCORG12A	Review Organisational Effectiveness
CHCORG15A	Promote the Organisation
CHCORG16A	Manage Training
CHCP&R7A	Manage Policy Development
Community Housing Specialisation Units	
Compulsory	
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCCH4A	Work with Other Services
CHCCH5A	Undertake Systems Advocacy
Electives	
CHCCH3A	Provide Services
PRDPD01A	Develop a Property Investment Strategy
PRDPD02A	Determine Opportunity and Risk Associated with Property Investment
PRDPD03A	Undertake a Property Investment Feasibility Study
PRDPD04A	Negotiate Partnership Arrangement
PRDPD07A	Monitor Performance of Property Investment
PRDPD08A	Dispose of Property
PRDPD14A	Prepare a Project Design Brief and Documentation
PRDPD15A	Appoint Project Construction Contractors
PRDPD16A	Administer Project Construction Contract

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Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards from this or other industries
- enterprise specific units

Note 1: Units above coded PRD are from the *Property Services Asset Development and Management Training Package* and have mutual recognition with the *Community Services Training Package.*

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE: COMMUNITY WORK

Title: Certificate II in Community Services (Community Work) (CHC20499)

Qualification requirements = 11 Units (5 Compulsory + 5 Electives + 1 Option)
Electives may be chosen from the Elective categories below (one must be a Community Work unit).

Community Services Common Competencies	
Compulsory	
CHCORG1A	Follow the Organisation's Policies, Procedures and Programs
CHCORG2A	Work with Others
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCCOM1A	Communicate with People Accessing the Services of the Organisation
Electives	
CHCAD1A	Advocate for Clients
CHCADMIN1A	Undertake Basic Administrative Duties
CHCCS5A	Identify and Address Specific Client Needs
CHCGROUP1A	Support the Activities of Existing Groups
CHCGROUP2A	Support Group Activities
Community Work Specialisation Units	
Compulsory	
CHCCD12A	Undertake Work in the Community Services Industry
Electives	
CHCCD7A	Support Community Resources
Electives from other Community Services Sectors	
CHCAC3A	Orientation to Aged Care Work
CHCAOD1A	Introduction to the Alcohol and Other Drugs Sector
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCDIS1A	Orientation to Disability Work
CHCMH1A	Orientation to Work in the Mental Health Sector
CHCPROT2A	Operate within a Statutory Environment
CHCYTH1A	Work Effectively with Young People

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or high levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate III in Community Services (Community Work) (CHC30699)

Qualification requirements = 12 Units (6 Compulsory + 5 Electives + 1 Option)
Electives may be chosen from the Elective categories below (one must be a Community Work unit).

Community Services Common Competencies	
Compulsory	
CHCADMIN2A	Provide Administrative Support
CHCCOM2A	Communicate Appropriately with Clients and Colleagues
CHCINF1A	Process and Provide Information
CHCORG3A	Participate in the Work Environment
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
Electives	
CHCAD1A	Advocate for Clients
CHCCM1A	Undertake Case Management
CHCCS6A	Assess and Deliver Services to Clients with Complex Needs
CHCCW11A	Operate under a Case Work Framework
CHCGROUP2A	Support Group Activities
CHCNET1A	Participate in Networks
CHCPandR1A	Participate in Policy Development
Community Work Specialisation Units	
Compulsory	
CHCCD12A	Undertake Work in the Community Services Industry
Electives	
CHCCD7A	Support Community Resources
CHCCD14A	Implement a Community Development Strategy
Electives from other Community Services Sectors	
CHCAC3A	Orientation to Aged Care Work
CHCAOD2A	Orientation to the Alcohol and Other Drugs Sector
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCDIS1A	Orientation to Disability Work
CHCMH1A	Orientation to Work in the Mental Health Sector
CHCPROT2A	Operate within a Statutory Environment
CHCYTH1A	Work Effectively with Young People

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or high levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate IV in Community Services (Community Work) (CHC40699)

Qualification requirements = 13 Units (8 Compulsory + 4 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCINF2A	Maintain Organisation's Information System
CHCNET2A	Maintain Effective Networks
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCORG5A	Maintain an Effective Work Environment
Electives	
CHCAD1A	Advocate for Clients
CHCCS6A	Assess and Deliver Services to Clients with Complex Needs
CHCGROUP3A	Plan and Conduct Group Activities
CHCP&R2A	Contribute to Policy Development
CHCP&R3A	Undertake Research Activities
TRAIN1	Workplace Trainer (Category 1)
Community Work Specialisation Units	
Compulsory	
CHCCD1A	Support Community Participation
CHCCD12A	Undertake Work in the Community Services Industry
Electives	
CHCCD2A	Provide Community Education Programs
CHCCD3A	Meet Information Needs of the Community**
CHCCD4A	Develop and Implement Community Programs
CHCCD5A	Develop Community Resources**
CHCCD13A	Work within Specific Communities
CHCCD14A	Implement a Community Development Strategy**

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or high levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Diploma of Community Services (Community Work) (CHC50699)

Qualification requirements = 15 Units (10 Compulsory + 4 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCNET3A	Develop New Networks
CHCORG6A	Coordinate the Work Environment
CHCORG17A	Implement and Monitor OHS Policies, Procedures and Programs
Electives	
CHCAD1A	Advocate for Clients
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
ASSESS	Assessor Competencies
CHCCM3A	Develop, Facilitate and Monitor all Aspects of Case Management
CHCCS7A	Coordinate the Delivery of Services to Clients with Particular Needs
CHCGROUP3A	Plan and Conduct Group Activities
CHCINF3A	Coordinate Information Systems
CHCP and R4A	Develop and Implement Policy
CHCP and R5A	Manage Research Activities
TRAIN2	Workplace Trainer (Category 2)
Community Work Specialisation Units	
Compulsory	
CHCCD4A	Develop and Implement Community Programs
CHCCD9A	Support Community Leadership
CHCCD12A	Undertake Work in the Community Services Industry
Electives	
CHCCD2A	Provide Community Education Programs
CHCCD5A	Develop Community Resources
CHCCD6A	Establish and Develop Community Organisations
CHCCD8A	Support Community Action
CHCCD11A	Provide Advocacy and Representation
CHCCD13A	Work within Specific Communities
CHCCD15A	Develop and Implement a Community Development Strategy**
CHCCD16A	Undertake Systems Advocacy

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or high levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Community Services (Community Work) (CHC60699)

Qualification requirements = 15 Units (12 Compulsory + 2 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
CHCCOM3A	Utilise Specialist Communication Skills
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCINF4A	Manage the Organisation's Information Systems
CHCORG7A	Manage Workplace Issues
CHCORG9A	Manage Projects and Strategies
CHCORG11A	Lead and Develop Others
CHCORG14A	Manage a Service Organisation
CHCORG17A	Implement and Monitor OHS Policies, Procedures and Programs
CHCP and R6A	Coordinate Policy Development
Electives	
ASSESS	Assessor Competencies
CHCCM4A	Promote High Quality Case Management
CHCCM5A	Develop Practice Standards
CHCCS7A	Coordinate the Delivery of Services to Clients with Particular Needs
CHCINF5A	Manage Statutory and Organisational Information Requirement
CHCINF6A	Manage Information Strategically
CHCORG10A	Manage Organisational Change
CHCORG12A	Review Organisational Effectiveness
CHCORG13A	Manage Organisational Strategic and Business Planning
CHCORG15A	Promote the Organisation
CHCORG16A	Manage Training
CHCORG8A	Establish and Manage New Programs or Services
CHCP and R7A	Manage Policy Development
Community Work Specialisation Units	
Compulsory	
CHCCD10A	Provide Leadership
CHCCD12A	Undertake Work in the Community Services Industry
Electives	
CHCCD6A	Establish and Develop Community Organisations
CHCCD11A	Provide Advocacy and Representation**
CHCCD15A	Develop and Implement a Community Development Strategy**
CHCCD16A	Undertake Systems Advocacy

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or high levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE: DISABILITY WORK	
Title: Certificate II in Community Services (Disability Work) (CHC20599)	
Qualification requirements = 11 Units (6 Compulsory + 4 Electives + 1 Option) *Electives may be chosen from the Elective categories below (one must be a Disability unit).*	
Community Services Common Competencies	
Compulsory	
CHCCOM1A	Communicate with People Accessing the Services of the Organisation
CHCCS0A	Deliver Service to Client
CHCORG1A	Follow the Organisation's Policies, Procedures and Programs
CHCORG2A	Work with Others
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
Electives	
CHCADMIN1A	Undertake Basic Administrative Duties
CHCAD1A	Advocate for Clients
CHCCD7A	Support Community Resources
CHCCD12A	Undertake Work in the Community Services Industry
CHCCOM2A	Communicate Appropriately with Clients and Colleagues
CHCCS5A	Identify and Address Specific Client Requirements
CHCGROUP1A	Support the Activities of Existing Groups
CHCGROUP2A	Support Group Activities
CHCNET1A	Participate in Networks
Disability Specialisation Units	
Compulsory	
CHCDIS1A	Orientation to Disability Work
Electives	
CHCDIS3A	Provide Services to People with Disabilities
CHCDIS5A	Contribute to Positive Learning
CHCDIS8A	Support People with Disabilities as Workers
CHCDIS10A	Provide Care and Support
Electives from other Community Services Sectors	
CHCAC1A	Provide Care Support to Aged People
CHCAC2A	Assist with Aged People's Personal Needs
CHCAC3A	Orientation to Aged Care Work
CHCAC4A	Assist in the Provision of an Appropriate Environment
CHCAC5A	Contribute to Service Delivery Strategy
CHCAOD1A	Introduction to the Alcohol and Other Drugs Sector
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCMH1A	Orientation to Work in the Mental Health Sector
CHCPROT2A	Operate within a Statutory Environment
CHCYTH1A	Work Effectively with Young People
Electives from Ancillary/Support Services	
Cleaning services	
PRMCL01A	Maintain Hard Floor Surfaces
PRMCL03A	Replace Hard Floor Finish
PRMCL04A	Maintain Soft Floors
PRMCL05A	Remove Stains and Spillages from Soft Floors

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PRMCL07A	Remove Dirt and Soil from Soft Floors or Fabric Upholstery
PRMCL09A	Wash and Squeegee Glass Surfaces to Remove all Visible Dirt and Grime
PRMCL10A	Maintain Ceiling Surfaces and Fittings
PRMCL12A	Wash External Surfaces to Remove all Visible Dirt and Grime
PRMCL13A	Undertake Detailed Clean of Window Coverings to Remove all Dirt and Grime
PRMCL14A	Maintain a Clean Room Environment with no Traces of Visible Dust
PRMCL15A	Maintain Furniture and Fittings and Dress an Area or Room
PRMCL11A	Spot Clean External Surfaces to Remove all Visible Marks
PRMCL17A	Maintain Wet Area in an Odour Free, Soil and Hazard Free Condition
PRMCL19A	Remove Waste to Maintain a Tidy Environment/Area
Client/Patient services	
CHCCPS2A	Handle and Transport Goods
CHCCPS3A	Prepare a Bed for Occupancy
CHCCPS6A	Transport Specimens and Deceased Persons
Food services	
CHCFP1A	Present Food
CHCFP4A	Prepare Appetisers, Salads and Sandwiches
CHCT2A	Receive, Transport and Store Food in a Safe and Hygienic Manner
CHCT7A	Wash Dishes
CHCT8A	Deliver Food/Beverages
CHCT9A	Collect Meal Trays/Beverage Utensils
CHCT10A	Support Food Services in Menu Processing
CHCT11A	Provide Support to Clinical/Nutrition Services
CHCT12A	Assist Client/Patient with Nutrition Care
Laundry services	
CHCPRLAU01A	Collect, Receive and Sort Product
CHCPRLAU08A	Repair or Condemn Damaged Products
CHCPRLAU02A	Operate Washing Machines
CHCPRLAU04A	Perform Linen Rewash
CHCPRLAU06A	Perform Conditioning and/or Drying Processes
CHCPRDCG04A	Operate Dry Cleaning Machines
CHCPRDCG05A	Operate Wet Cleaning Machines
CHCPRDCG06A	Operate Finishing Equipment
CHCOD9A	Perform Pre and Post Spotting
CHCPRDCG10A	Prepare Products for Storage or Dispatch
CHCPRLAU11A	Coordinate and Process Products for Storage/Dispatch
CHCPSD4A	Process Linen

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

Note 1: One elective unit in Certificate II in Community Services (Disability Work) is equivalent to four Ancillary/Support units.

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE	
Title: Certificate III in Community Services (Disability Work) (CHC30799)	
Qualification requirements = 13 Units (6 Compulsory + 5 Electives + 2 Options) *Electives may be chosen from the Elective categories below (one must be a Disability unit).*	
Community Services Common Competencies	
Compulsory	
CHCCOM2A	Communicate Appropriately with Clients and Colleagues
CHCCS1A	Deliver and Monitor Service to Clients
CHCINF1A	Process and Provide Information
CHCORG3A	Participate in the Work Environment
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
Electives	
CHCAD1A	Advocate for Clients
CHCADMIN2A	Provide Administrative Support
CHCCD7A	Support Community Resources
CHCCD12A	Undertake Work in the Community Services Industry
CHCCM1A	Undertake Case Management
CHCCOM3A	Utilise Specialist Communication Skills
CHCCS6A	Assess and Deliver Services to Clients with Complex Needs
CHCCWI1A	Operate under a Case Work Framework
CHCGROUP2A	Support Group Activities
CHCNET1A	Participate in Networks
CHCNET2A	Maintain Effective Networks
CHCPandR1A	Participate in Policy Development
TRAIN1	Workplace Trainer (Category 1)
Disability Specialisation Units	
Compulsory	
CHCDIS1A	Orientation to Disability Work
Electives	
CHCDIS3A	Provide Services to People with Disabilities
CHCDIS5A	Contribute to Positive Learning
CHCDIS8A	Support People with Disabilities as Workers
CHCDIS9A	Maximise Participation in Work by People with Disabilities
CHCDIS10A	Provide Care and Support
Electives from other Community Services sectors	
CHCAC1A	Provide Care Support to Aged People
CHCAC2A	Assist with Aged People's Personal Needs
CHCAC3A	Orientation to Aged Care Work
CHCAC4A	Assist in the Provision of an Appropriate Environment
CHCAC5A	Contribute to Service Delivery Strategy
CHCAC12A	Provide Services to Meet Aged Persons Personal Needs
CHCAOD2A	Orientation to the Alcohol and Other Drugs Sector
CHCCH1A	Orientation to Work in the Community Housing Sector
CHCMH1A	Orientation to Work in the Mental Health Sector
CHCPROT2A	Operate within a Statutory Environment
CHCYTH1A	Work Effectively with Young People

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Electives from Ancillary/Support Services	
Cleaning services	
PRMCL01A	Maintain Hard Floor Surfaces
PRMCL03A	Replace Hard Floor Finish
PRMCL04A	Maintain Soft Floors
PRMCL05A	Remove Stains and Spillages from Soft Floors
PRMCL07A	Remove Dirt and Soil from Soft Floors or Fabric Upholstery
PRMCL09A	Wash and Squeegee Glass Surfaces to Remove all Visible Dirt and Grime
PRMCL10A	Maintain Ceiling Surfaces and Fittings
PRMCL12A	Wash External Surfaces to Remove all Visible Dirt and Grime
PRMCL13A	Undertake Detailed Clean of Window Coverings to Remove all Dirt and Grime
PRMCL14A	Maintain a Clean Room Environment with no Traces of Visible Dust
PRMCL15A	Maintain Furniture and Fittings and Dress an Area or Room
PRMCL11A	Spot Clean External Surfaces to Remove all Visible Marks
PRMCL17A	Maintain Wet Area in an Odour Free, Soil and Hazard Free Condition
PRMCL19A	Remove Waste to Maintain a Tidy Environment/Area
Client/patient services	
CHCCPS2A	Handle and Transport Goods
CHCCPS3A	Prepare a Bed for Occupancy
CHCCPS6A	Transport Specimens and Deceased Persons
Food services	
CHCFP1A	Present Food
CHCFP4A	Prepare Appetisers, Salads and Sandwiches
CHCT2A	Receive, Transport and Store Food in a Safe and Hygienic Manner
CHCT7A	Wash Dishes
CHCT8A	Deliver Food/Beverages
CHCT9A	Collect Meal Trays/Beverage Utensils
CHCT10A	Support Food Services in Menu Processing
CHCT11A	Provide Support to Clinical/Nutrition Services
CHCT12A	Assist Client/Patient with Nutrition Care
Laundry services	
CHCPRLAU01A	Collect, Receive and Sort Product
CHCPRLAU08A	Repair or Condemn Damaged Products
CHCPRLAU02A	Operate Washing Machines
CHCPRLAU04A	Perform Linen Rewash
CHCPRLAU06A	Perform Conditioning and/or Drying Processes
CHCPRDCG04A	Operate Dry Cleaning Machines
CHCPRDCG05A	Operate Wet Cleaning Machines
CHCPRDCG06A	Operate Finishing Equipment
CHCOD9A	Perform Pre and Post Spotting
CHCPRDCG10A	Prepare Products for Storage or Dispatch
CHCPRLAU11A	Coordinate and Process Products for Storage/Dispatch
CHCPSD4A	Process Linen

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate IV in Community Services (Disability Work) (CHC40799)

Qualification requirements = 14 Units (9 Compulsory + 4 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCCOM3A	Utilise Specialist Communication Skills
CHCCS2A	Deliver and Develop Client Service
CHCINF2A	Maintain Organisation's Information System
CHCNET2A	Maintain Effective Networks
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCORG5A	Maintain an Effective Work Environment
Electives	
CHCAD1A	Advocate for Clients
CHCADMIN3A	Undertake Administrative Work
CHCCD1A	Support Community Participation
CHCCD2A	Provide Community Education Programs
CHCCD3A	Meet Information Needs of the Community
CHCCD4A	Develop and Implement Community Programs
CHCCD5A	Develop Community Resources
CHCCS6A	Assess and Deliver Services to Clients with Complex Needs
CHCGROUP3A	Plan and Conduct Group Activities
CHCP&R2A	Contribute to Policy Development
CHCP&R3A	Undertake Research Activities
TRAIN1	Workplace Trainer (Category 1)
TRAIN2	Workplace Trainer (Category 2)
Disability Specialisation Units	
Compulsory	
CHCDIS1A	Orientation to Disability Work
CHCDIS2A	Maintain an Environment Designed to Empower People with Disabilities
CHCDIS3A	Provide Services to People with Disabilities
Electives	
CHCDIS4A	Design Procedures for Support
CHCDIS6A	Plan and Implement Community Integration
CHCDIS7A	Design and Adapt Surroundings to Group Requirements
CHCDIS9A	Maximise Participation in Work by People with Disabilities

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Diploma of Community Services (Disability Work) (CHC50799)

Qualification requirements = 16 Units (9 Compulsory + 6 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS3A	Coordinate the Provision of Client Services and Programs
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCNET3A	Develop New Networks
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
CHCORG6A	Coordinate the Work Environment
Electives	
CHCAD1A	Advocate for Clients
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
ASSESS	Assessor Competencies
CHCCD2A	Provide Community Education Programs
CHCCD4A	Develop and Implement Community Programs
CHCCD5A	Develop Community Resources
CHCCM3A	Develop, Facilitate and Monitor all Aspects of Case Management
CHCCS7A	Coordinate the Assessment and Delivery of Services to Clients with Particular Needs
CHCGROUP3A	Plan and Conduct Group Activities
CHCINF3A	Coordinate Information Systems
CHCP&R4A	Develop and Implement Policy
CHCP&R5A	Manage Research Activities
TRAIN2	Workplace Trainer (Category 2)
Disability Specialisation Units	
Compulsory	
CHCDIS11A	Coordinate Work in the Disability Sector
Electives	
CHCDIS2A	Maintain an Environment Designed to Empower People with Disabilities
CHCDIS4A	Design Procedures for Support
CHCDIS7A	Design and Adapt Surroundings to Group Requirements
CHCDIS9A	Maximise Participation in Work by People with Disabilities

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Community Services (Disability Work) (CHC0799)

Qualification requirements = 15 Units (9 Compulsory + 5 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
CHCCOM3A	Utilise Specialist Communication Skills
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS4A	Manage the Delivery of Quality Client Service
CHCINF4A	Manage the Organisation's Information Systems
CHCORG7A	Manage Workplace Issues
CHCORG11A	Lead and Develop Others
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
Electives	
ASSESS1	Assessor Competencies
CHCCD6A	Establish and Develop Community Organisations
CHCCM4A	Promote High Quality Case Management
CHCCM5A	Develop Practice Standards
CHCCS7A	Coordinate the Delivery of Services to Clients with Particular Needs
CHCINF5A	Manage Statutory and Organisational Information Requirement
CHCINF6A	Manage Information Strategically
CHCORG9A	Manage Projects and Strategies
CHCORG10A	Manage Organisational Change
CHCORG12A	Review Organisational Effectiveness
CHCORG13A	Manage Organisational Strategic and Business Planning
CHCORG14A	Manage a Service Organisation
CHCORG15A	Promote the Organisation
CHCORG16A	Manage Training
CHCORG8A	Establish and Manage New Programs or Services
CHCP&R6A	Coordinate Policy Development
CHCP&R7A	Manage Policy Development
Disability Specialisation Units	
Compulsory	
CHCDIS11A	Coordinate Work in the Disability Sector

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE: MENTAL HEALTH WORK – NON-CLINICAL

Title: Certificate III in Community Services (Mental Health Work – Non-Clinical) (CHC30899)

Qualification requirements = 13 Units (10 Compulsory + 2 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN2A	Provide Administrative Support
CHCCOM2A	Communicate Appropriately with Clients and Colleagues
CHCCS1A	Deliver and Monitor Service to Clients
CHCINF1A	Process and Provide Information
CHCNET1A	Participate in Networks
CHCORG3A	Participate in the Work Environment
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCPandR1A	Participate in Policy Development
Electives	
CHCGROUP2A	Support Group Activities
Mental Health Specialisation Units	
Compulsory	
CHCMH1A	Orientation to Work in the Mental Health Sector
CHCMH2A	Provide First Point of Contact
Electives	
CHCMH3A	Provide Support
CHCMH5A	Work with Other Services

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate IV in Community Services (Mental Health Work – Non-Clinical) (CHC40899)

Qualification requirements = 13 Units (10 Compulsory + 2 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCCS2A	Deliver and Develop Client Service
CHCINF2A	Maintain Organisation's Information System
CHCNET2A	Maintain Effective Networks
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCORG5A	Maintain an Effective Work Environment
CHCP&R2A	Contribute to Policy Development
Electives	
CHCAD1A	Advocate for Clients
CHCCD1A	Support Community Participation
CHCCD2A	Provide Community Education Programs
CHCCD3A	Meet Information Needs of the Community
CHCCD5A	Develop Community Resources
CHCGROUP3A	Plan and Conduct Group Activities
CHCP&R3A	Undertake Research Activities
TRAIN1	Workplace Trainer (Category 1)
Mental Health Specialisation Units	
Compulsory	
CHCMH1A	Orientation to Work in the Mental Health Sector
CHCMH3A	Provide Support
Electives	
CHCMH5A	Work with Other Services

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Diploma of Community Services (Mental Health Work - Non-Clinical) (CHC50899)

Qualification requirements = 13 Units (10 Compulsory + 2 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS3A	Coordinate the Provision of Client Services
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCNET3A	Develop New Networks
CHCORG6A	Coordinate the Work Environment
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
CHCP&R4A	Develop and Implement Policy
Electives	
ASSESS	Assessor Competencies
CHCAD1A	Advocate for Clients
CHCCD2A	Provide Community Education Programs
CHCCD4A	Develop Community Programs
CHCCD5A	Develop Community Resources
CHCGROUP3A	Plan and Conduct Group Activities
CHCINF3A	Coordinate Information Systems
CHCPandR5A	Manage Research Activities
TRAIN2	Workplace Trainer (Category 2)
Mental Health Specialisation Units	
Compulsory	
CHCMH1A	Orientation to Work in the Mental Health Sector
CHCMH4A	Provide Services
CHCMH5A	Work with Other Services
Electives	
CHCMH6A	Undertake Systems Advocacy

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Community Services (Mental Health Work – Non-Clinical) (CHC60899)

Qualification requirements = 18 Units (15 Compulsory + 2 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS4A	Manage the Delivery of Quality Client Service
CHCINF4A	Manage the Organisation's Information Systems
CHCORG7A	Manage Workplace Issues
CHCORG8A	Establish and Manage New Programs or Services
CHCORG9A	Manage Projects and Strategies
CHCORG11A	Lead and Develop Others
CHCORG13A	Manage Organisational Strategic and Business Planning
CHCORG14A	Manage a Service Organisation
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
CHCP and R6A	Coordinate Policy Development
Electives	
CHCCD6A	Establish and Develop Community Organisations
CHCCM5A	Develop Practice Standards
CHCINF6A	Manage Information Strategically
CHCORG10A	Manage Organisational Change
CHCORG12A	Review Organisational Effectiveness
CHCORG15A	Promote the Organisation
CHCORG16A	Manage Training
CHCP&R7A	Manage Policy Development
Mental Health Specialisation Units	
Compulsory	
CHCMH1A	Orientation to Work in the Mental Health Sector
CHCMH5A	Work with Other Services
CHCMH6A	Undertake Systems Advocacy
Electives	
CHCMH4A	Provide Services

Options

- elective units at this level
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE: YOUTH WORK

Title: Certificate III in Community Services (Youth Work) (CHC30999)

Qualification requirements = 14 Units (10 Compulsory + 3 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN2A	Provide Administrative Support
CHCCOM2A	Communicate Appropriately with Clients and Colleagues
CHCCS1A	Deliver and Monitor Services to Clients
CHCCS2A	Deliver and Develop Client Service
CHCINF1A	Process and Provide Information
CHCORG3A	Participate in the Work Environment
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCP and R1A	Participate in Policy Development
Electives	
CHCCM1A	Undertake Case Management
CHCCWI1A	Operate Under a Case Work Framework
CHCGROUP2A	Support Group Activities
CHCNET1A	Participate in Networks
Youth Specialisation Units	
Compulsory	
CHCYTH1A	Work Effectively with Young People
CHCYTH2A	Provide Appropriate Assistance to Young People

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Certificate IV in Community Services (Youth Work) (CHC40999)

Qualification requirements = 15 Units (10 Compulsory + 4 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN3A	Undertake Administrative Work
CHCCOM3A	Utilise Specialist Communication Skills
CHCCS2A	Deliver and Develop Client Service
CHCCS3A	Coordinate the Provision of Client Services
CHCINF2A	Maintain Organisation's Information System
CHCNET2A	Establish and Maintain Effective Networks
CHCORG4A	Follow the Organisation's Occupational Health and Safety Policies
CHCORG5A	Maintain an Effective Work Environment
Electives	
CHCAD1A	Advocate for Clients
CHCCD1A	Support Community Participation
CHCCD2A	Provide Community Education Programs
CHCCD3A	Meet the Information Needs of the Community
CHCCM2A	Establish, Implement and Monitor a Case Management Strategy
CHCCWI2A	Implement a Case Work Strategy
CHCGROUP3A	Plan and Conduct Group Activities
CHCP and R2A	Contribute to Policy Development
CHCP and R3A	Undertake Research Activities
TRAIN1	Workplace Trainer (Category 1)

Youth Specialisation Units	
Compulsory	
CHCYTH3A	Support Young People to Take Collective Action
CHCYTH4A	Assist Young People in Responding to Crisis
Electives	
CHCAD1A	Advocate for Clients

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Diploma of Community Services (Youth Work) (CHC50999)

Qualification requirements = 13 Units (8 Compulsory + 4 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS3A	Coordinate the Provision of Client Services
CHCINF3A	Coordinate Information Systems
CHCORG6A	Coordinate the Work Environment
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
CHCNET3A	Develop New Networks
Electives	
CHCAD1A	Advocate for Clients
ASSESS	Workplace Assessor
CHCCD4A	Develop Community Programs
CHCCD5A	Develop Information and Educational Resources for the Client Group
CHCCM3A	Develop, Facilitate and Monitor all Aspects of Case Management
CHCCWI3A	Work with Clients Intensively
CHCGROUP3A	Plan and Conduct Group Activities
CHCORG9A	Manage Projects and Strategies
CHCP&R2A	Contribute to Policy Development
CHCP&R4A	Develop and Implement Policy
CHCP&R5A	Manage Research Activities
TRAIN1	Workplace Trainer (Category 1)
TRAIN2	Workplace Trainer (Category 2)
Youth Specialisation Units	
Compulsory	
CHCYTH6A	Provide Appropriate Services for Young People
CHCYTH7A	Respond to Critical Situations Including Risk of Violence
Electives	
CHCYTH5A	Manage Youth Programs

Options

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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SECTION B: COMMUNITY SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Community Services (Youth Work) (CHC60999)

Qualification requirements = 14 Units (8 Compulsory + 5 Electives + 1 Option)
Electives may be chosen from the Elective categories below.

Community Services Common Competencies	
Compulsory	
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources
CHCCOM4A	Develop, Implement and Promote Effective Communication Techniques
CHCCS4A	Manage the Delivery of Quality Client Service
CHCIN4A	Manage the Organisation's Information Systems
CHCINF5A	Meet Statutory and Organisational Information Requirements
CHCORG7A	Manage Workplace Issues
CHCORG17A	Implement and Monitor Occupational Health and Safety Policies, Procedures and Programs
Electives	
ASSESS	Workplace Assessor
CHCCD6A	Establish and Develop Community Organisations
CHCCM4A	Promote High Quality Case Management Practice
CHCORG6A	Establish and Manage New Programs or Services
CHCORG9A	Manage Projects and Strategies
CHCORG11A	Lead and Develop Others
CHCORG12A	Review Organisational Effectiveness
CHCORG13A	Manage Organisational Strategic and Business Planning
CHCORG14A	Manage a Service Organisation
CHCORG15A	Promote the Organisation
CHCORG16A	Manage Training
CHCP&R6A	Coordinate Policy Development
TRAIN2	Workplace Trainer (Category 2)
Youth Specialisation Units	
Compulsory	
CHCYTH8A	Manage Service Response to Young People in Crisis
Electives	
CHCYTH9A	Develop and Implement Organisational Procedures to Enable Young People to Address their Circumstances

Options

- elective units at this level
- compulsory units at higher levels
- units from endorsed Competency Standards in any industry at this or higher levels
- enterprise specific units

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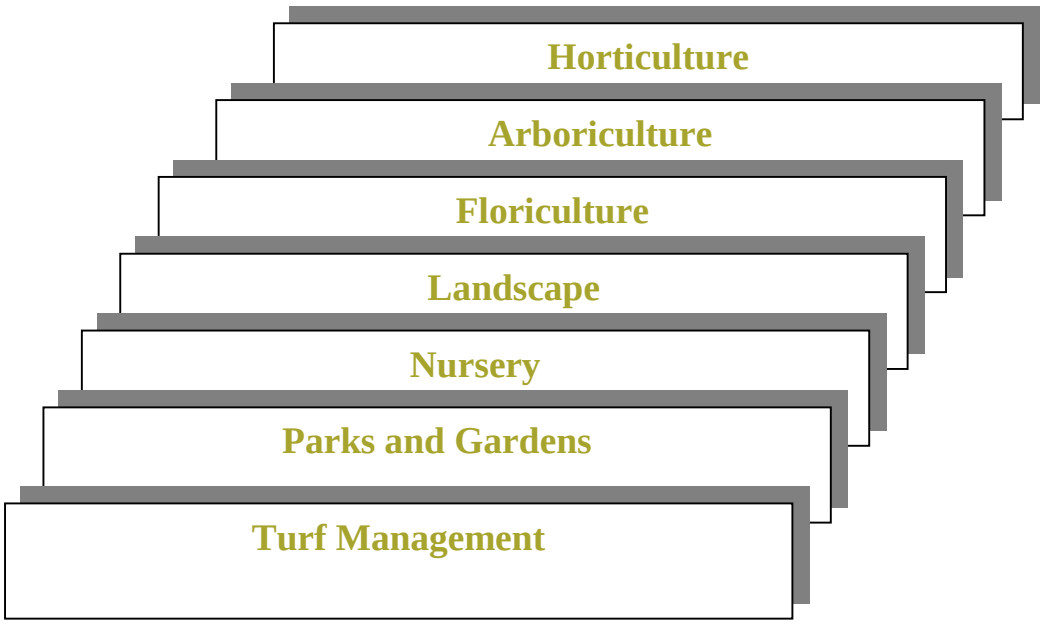
RUH98

HORTICULTURE
TRAINING PACKAGE

Qualifications Framework

INTRODUCTION TO HORTICULTURE QUALIFICATIONS

STREAMS WITHIN THE HORTICULTURE TRAINING PACKAGE



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There are forty two qualifications covering AQF levels 1 to 6 within the Local Government Qualifications Framework drawn from the Horticulture Training Package. These are:

RUH10198	Certificate I in Horticulture
RUH20198	Certificate II in Horticulture
RUH30198	Certificate III in Horticulture
RUH40198	Certificate IV in Horticulture
RUH50198	Diploma of Horticulture
RUH60198	Advanced Diploma of Horticulture
RUH10298	Certificate I in Horticulture (Arboriculture)
RUH20298	Certificate II in Horticulture (Arboriculture)
RUH30298	Certificate III in Horticulture (Arboriculture)
RUH40298	Certificate IV in Horticulture (Arboriculture)
RUH50298	Diploma of Horticulture (Arboriculture)
RUH60298	Advanced Diploma of Horticulture (Arboriculture)
RUH10398	Certificate I in Horticulture (Floriculture)
RUH20398	Certificate II in Horticulture (Floriculture)
RUH30398	Certificate III in Horticulture (Floriculture)
RUH40398	Certificate IV in Horticulture (Floriculture)
RUH50398	Diploma of Horticulture (Floriculture)
RUH60398	Advanced Diploma of Horticulture (Floriculture)
RUH10498	Certificate I in Horticulture (Landscape)
RUH20498	Certificate II in Horticulture (Landscape)
RUH30498	Certificate III in Horticulture (Landscape)
RUH40498	Certificate IV in Horticulture (Landscape)
RUH50498	Diploma of Horticulture (Landscape)
RUH60498	Advanced Diploma of Horticulture (Landscape)
RUH10598	Certificate I in Horticulture (Nursery)
RUH20598	Certificate II in Horticulture (Nursery)
RUH30598	Certificate III in Horticulture (Nursery)
RUH40598	Certificate IV in Horticulture (Nursery)
RUH50598	Diploma of Horticulture (Nursery)
RUH60598	Advanced Diploma of Horticulture (Nursery)
RUH10698	Certificate I in Horticulture (Parks and Gardens)
RUH20698	Certificate II in Horticulture (Parks and Gardens)
RUH30698	Certificate III in Horticulture (Parks and Gardens)
RUH40698	Certificate IV in Horticulture (Parks and Gardens)
RUH50698	Diploma of Horticulture (Parks and Gardens)
RUH60698	Advanced Diploma of Horticulture (Parks and Gardens)
RUH10798	Certificate I in Horticulture (Turf Management)
RUH20798	Certificate II in Horticulture (Turf Management)
RUH30798	Certificate III in Horticulture (Turf Management)
RUH40798	Certificate IV in Horticulture (Turf Management)
RUH50798	Diploma of Horticulture (Turf Management)
RUH60798	Advanced Diploma of Horticulture (Turf Management)

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Packaging Arrangements

Given the range of horticulture activities applicable to enterprises and due to the large number of part-time or contracted workers in the industry, the units of competency are designed to be packaged for a sector qualification by adding additional units from other sectors, or by combining units from various sectors into a general Certificate in Horticulture. The purpose of cross-aggregation of units is to ensure maximum flexibility in structuring qualifications. The requirements for qualifications are therefore formed around the basic requirements but leave a range of optional units open to selection from the full range of Horticulture and Agriculture Competency Standards. This selection can be made by individual employers in conjunction with employees/trainees so that maximum usefulness and applicability in a wide range of circumstances is achieved.

The method of packaging units of competency at levels of industry within the Horticulture industry is based on a points system. It is intended to reassess this system at the end of 2000 to determine whether it meets industry needs.

National qualifications in Horticulture range from Certificate I to Advanced Diploma in industry generic or sector qualifications. Units of competency which form these qualifications are a combination of industry essential (core) units, sector specific required units, and options that may be relevant to an individual enterprise. In this way maximum flexibility has been obtained. Many horticultural enterprises are mixed activity operations, and the industry ever increasingly needs employees who are not limited to a specific area of the Horticulture industry, but are multi-skilled across the main areas of horticultural, and also often agricultural, work. The qualifications also have national relevance regardless of region and cater for the varying nature of horticultural requirements in large and small enterprises. This approach also enables the new Traineeships and Apprenticeships at the entry levels of the industry to be valuable to individual employers and employees and to form a broad foundation of training for the industry as a whole.

The Horticulture qualifications reflect the industry and the sector to which they apply, as in the following examples:

- For a cross-sector (generic) qualification - Certificate II in Horticulture
- For a sector qualification - Certificate III in Horticulture (Production)

Gaining a Qualification

A qualification is constructed around a points score, based on achievement of units of competency.

The points for each unit of competency correspond to levels as follows:

- Level 1 Unit of Competency = 1 point
- Level 2 Unit of Competency = 2 points
- Level 3 Unit of Competency = 3 points
- Level 4 Unit of Competency = 4 points
- Level 5 Unit of Competency = 5 points
- Level 6 Unit of Competency = 6 points

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Essential Units

Six mandatory units are required at the first four levels of qualifications. These are known as **ESSENTIAL units of competency** (they are equivalent to the six mandatory units in the Agriculture Training Package (RUA AGCORE1-6). Essential units are not awarded points.

General Qualifications

For a qualification in Horticulture that is general in application i.e. is comprised of a mixed group of competencies from across different horticultural sectors, the following rules apply:

Certificate I in Horticulture
Total score required = minimum of 5 points with
- 6 **ESSENTIAL** units; and
- 5 points from Horticulture units of competency at Level 1 or 2.

Certificate II in Horticulture
Total score required = minimum of 30 points with
- 6 **ESSENTIAL** units;
- 24 points from Horticulture units of competency at Level 2 or 3; and
- 6 points from other Horticulture or Agriculture units of competency (at any level).

Certificate III in Horticulture
Total score required = minimum of 36 points with
- 6 **ESSENTIAL** units;
- 30 points from Horticulture units of competency at Level 3 or 4; and
- 6 points from other Horticulture or Agriculture units of competency (at any level).

Certificate IV in Horticulture
Total score required = minimum of 40 points with
- 6 **ESSENTIAL** units;
- 32 points from Horticulture units of competency at Level 4 or 5; and
- 8 points from other Horticulture or Agriculture units of competency (at any level).

Diploma of Horticulture
Total score required = minimum of 50 points with
- 3 **ESSENTIAL** units;
- 25 points from Horticulture units of competency at Level 5 or 6; and
- 25 points from other Horticulture or Agriculture units of competency (at any level).

Advanced Diploma of Horticulture
Total score required = minimum of 60 points with
- 3 **ESSENTIAL** units;
- 30 points from Horticulture units of competency at Level 6; and
- 30 points from other Horticulture or Agriculture units of competency (at any level).

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Sector Specific Qualifications in Horticulture

For qualifications that are sector specific in Horticulture e.g. Nursery, Parks and Gardens, Landscape, the same total points score is required for each qualification level but the structure of the qualification is varied to reflect the area of specialisation.

The sector qualifications and their requirements are set out below.

Certificate I in Horticulture (Sector)
Total score required = minimum of 5 points with
- 6 **ESSENTIAL** units; and
- 5 points from the **sector specific** units of competency at Level 1 or 2.

Certificate II in Horticulture (Sector)
Total score required = minimum of 30 points with
- 6 **ESSENTIAL** units;
- 24 points from **sector specific** units of competency at Level 2 or 3; and
- 6 points from other Horticulture or Agriculture units of competency (at any level).

Certificate III in Horticulture (Sector)
Total score required = minimum of 36 points with
- 6 **ESSENTIAL** units;
- 30 points from **sector specific** units of competency at Level 3 or 4; and
- 6 points from other Horticulture or Agriculture units of competency (at any level).

Certificate IV in Horticulture (Sector)
Total score required = minimum of 40 points with
- 6 **ESSENTIAL** units;
- 32 points from **sector specific** units of competency at Level 4 or 5; and
- 8 points from other Horticulture or Agriculture units of competency (at any level).

Diploma of Horticulture (Sector)
Total score required = minimum of 50 points with
- 3 **ESSENTIAL** units;
- 25 points from s**ector specific** units of competency at Level 5 or 6; and
- 25 points from other Horticulture or Agriculture units of competency (at any level).

Advanced Diploma of Horticulture (Sector)
Total score required = minimum of 60 points with
- 3 **ESSENTIAL** units;
- 30 points from **sector specific** units of competency at Level 6; and
- 30 points from other Horticulture or Agriculture units of competency (at any level).

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For Further Information

Mr Tony Audley
Executive Officer
Rural Training Council of Australia Inc
PO Box E10
Kingston ACT 2604

Ph: 02 6273 2514
Fax: 02 6273 4811
Email: rtca@aone.net.au

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SECTION B: HORTICULTURE TRAINING PACKAGE: HORTICULTURE	
Title: Certificate I in Horticulture (RUH10198)	
Qualification requirements = 6 Compulsory Units + 5 points from Horticulture (Level 1 or 2)	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 1 Elective Units (each unit = 1 point)	
RUHHRT101A	Provide Crop Care
RUHHRT102A	Plant a Crop by Hand
RUHHRT103A	Provide Work Site Support
RUHHRT104A	Provide Turf Care
RUHHRT105A	Pick a Crop
RUHHRT106A	Provide Planted Area Care
RUHHRT107A	Provide Nursery Plant Care
RUHHRT108A	Provide Nursery Support
RUHHRT109A	Maintain the Work Environment
RUHHRT110A	Display Products
RUHHRT111A	Provide Post Harvest Care
RUHHRT112A	Provide Propagation Support
RUHHRT113A	Operate Ride-on Vehicles
RUHHRT114A	Carry out Basic Drying Operations
RUHHRT115A	Carry out Basic Canopy Maintenance
RUHHRT116A	Sow Plant Materials
RUHHRT117A	Carry out Basic Post Harvest Operations
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT205A	Dig a Grave
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT208A	Prune Shrubs and Small Trees
RUHHRT209A	Perform Above Ground Pruning
RUHHRT210A	Perform Arboricultural Support
RUHHRT211A	Treat Trees for a Range of Problems
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT213A	Fell Small Trees
RUHHRT214A	Transplant Small Trees
RUHHRT215A	Protect Trees
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures

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RUHHRT218A	Establish Crops
RUHHRT219A	Maintain a Crop
RUHHRT220A	Support Crop Harvesting
RUHHRT221A	Carry out Post Harvest Treatments
RUHHRT222A	Operate and Maintain Chainsaws
RUHHRT223A	Climb Small Trees
RUHHRT224A	Undertake Propagation Activities
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT228A	Pot on Plants
RUHHRT229A	Tend Nursery Plants
RUHHRT230A	Assist Sales of Products and Services
RUHHRT231A	Operate Point of Sale Systems
RUHHRT232A	Carry out Canopy Management
RUHHRT233A	Renovate Grassed Areas
RUHHRT234A	Prepare Turf Surfaces for Play
RUHHRT235A	Support Turf Construction
RUHHRT236A	Undertake Stump Removal
RUHHRT237A	Support Revegetation Works
RUHHRT238A	Install Paving
RUHHRT239A	Install Retaining Walls
RUHHRT240A	Establish Turf
RUHHRT241A	Conduct Visual Inspection of Park Facilities

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate II in Horticulture (RUH20198)	
Qualification requirements = 6 Compulsory Units + 24 points from Horticulture (Level 2 or 3) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT205A	Dig a Grave
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT208A	Prune Shrubs and Small Trees
RUHHRT209A	Perform Above Ground Pruning
RUHHRT210A	Perform Arboricultural Support
RUHHRT211A	Treat Trees for a Range of Problems
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT213A	Fell Small Trees
RUHHRT214A	Transplant Small Trees
RUHHRT215A	Protect Trees
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT218A	Establish Crops
RUHHRT219A	Maintain a Crop
RUHHRT220A	Support Crop Harvesting
RUHHRT221A	Carry out Post Harvest Treatments
RUHHRT222A	Operate and Maintain Chainsaws
RUHHRT223A	Climb Small Trees
RUHHRT224A	Undertake Propagation Activities
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT228A	Pot on Plants
RUHHRT229A	Tend Nursery Plants
RUHHRT230A	Assist Sales of Products and Services
RUHHRT231A	Operate Point of Sale Systems
RUHHRT232A	Carry out Canopy Management

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RUHHRT233A	Renovate Grassed Areas
RUHHRT234A	Prepare Turf Surfaces for Play
RUHHRT235A	Support Turf Construction
RUHHRT236A	Undertake Stump Removal
RUHHRT237A	Support Revegetation Works
RUHHRT238A	Install Paving
RUHHRT239A	Install Retaining Walls
RUHHRT240A	Establish Turf
RUHHRT241A	Conduct Visual Inspection of Park Facilities
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT301A	Prepare Plant Displays
RUHHRT302A	Cultivate Turf
RUHHRT303A	Maintain Nursery Plants
RUHHRT304A	Prepare Specialised Plants
RUHHRT305A	Implement a Landscape Maintenance Program
RUHHRT306A	Establish Planted Areas
RUHHRT307A	Implement a Tree Pruning Program
RUHHRT308A	Implement a Tree Maintenance Program
RUHHRT309A	Remove Trees in Confined Spaces
RUHHRT310A	Implement a Tree Transplanting Program
RUHHRT311A	Implement a Tree Protection Program
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT314A	Set out Landscape Works
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT319A	Prepare Field Soils for Planting
RUHHRT320A	Implement a Crop Planting Program
RUHHRT321A	Implement a Crop Maintenance Program
RUHHRT322A	Harvest Crops
RUHHRT323A	Implement Post Harvest Processes
RUHHRT324A	Propagate Plants
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT327A	Undertake a Site Assessment
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT330A	Erect Horticultural Structures
RUHHRT331A	Maintain an Office
RUHHRT332A	Construct Turf Playing Surfaces
RUHHRT333A	Monitor Turf Health
RUHHRT334A	Renovate Sports Turf
RUHHRT335A	Conduct Operational Inspection of Park Facilities
RUHHRT336A	Install Cable and Bracing
RUHHRT337A	Install Hydroponic Systems

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RUHHRT338A	Maintain Hydroponic Systems
RUHHRT339A	Monitor Hydroponic Systems
RUHHRT340A	Install and Maintain Interior Plant Displays
RUHHRT341A	Install Concrete Structures and Features
RUHHRT342A	Install Timber Structures and Features
RUHHRT343A	Install Brick Structures and Features
RUHHRT344A	Install Masonry Structures and Features
RUHHRT345A	Install Metal Structures and Features
RUHHRT346A	Install Water Features
RUHHRT347A	Fell Large Trees
RUHHRT348A	Undertake Aerial Rescue
RUHHRT349A	Receive and Dispatch Plants
RUHHRT350A	Provide Product and Service Marketing Support
RUHHRT351A	Sell Products and Services
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT354A	Coordinate Crop Harvesting
RUHHRT355A	Undertake Complex Tree Climbing
RUHHRT356A	Maintain an Aquatic Environment
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT358A	Survey Soil Characteristics
RUHHRT359A	Implement a Plant Nutrition Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate III in Horticulture (RUH30198)	
Qualification requirements = 6 Compulsory Units + 30 points from Horticulture (Level 3 or 4) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT301A	Prepare Plant Displays
RUHHRT302A	Cultivate Turf
RUHHRT303A	Maintain Nursery Plants
RUHHRT304A	Prepare Specialised Plants
RUHHRT305A	Implement a Landscape Maintenance Program
RUHHRT306A	Establish Planted Areas
RUHHRT307A	Implement a Tree Pruning Program
RUHHRT308A	Implement a Tree Maintenance Program
RUHHRT309A	Remove Trees in Confined Spaces
RUHHRT310A	Implement a Tree Transplanting Program
RUHHRT311A	Implement a Tree Protection Program
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT314A	Set out Landscape Works
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT319A	Prepare Field Soils for Planting
RUHHRT320A	Implement a Crop Planting Program
RUHHRT321A	Implement a Crop Maintenance Program
RUHHRT322A	Harvest Crops
RUHHRT323A	Implement Post Harvest Processes
RUHHRT324A	Propagate Plants
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT327A	Undertake a Site Assessment
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT330A	Erect Horticultural Structures
RUHHRT331A	Maintain an Office
RUHHRT332A	Construct Turf Playing Surfaces

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RUHHRT333A	Monitor Turf Health
RUHHRT334A	Renovate Sports Turf
RUHHRT335A	Conduct Operational Inspection of Park Facilities
RUHHRT336A	Install Cable and Bracing
RUHHRT337A	Install Hydroponic Systems
RUHHRT338A	Maintain Hydroponic Systems
RUHHRT339A	Monitor Hydroponic Systems
RUHHRT340A	Install and Maintain Interior Plant Displays
RUHHRT341A	Install Concrete Structures and Features
RUHHRT342A	Install Timber Structures and Features
RUHHRT343A	Install Brick Structures and Features
RUHHRT344A	Install Masonry Structures and Features
RUHHRT345A	Install Metal Structures and Features
RUHHRT346A	Install Water Features
RUHHRT347A	Fell Large Trees
RUHHRT348A	Undertake Aerial Rescue
RUHHRT349A	Receive and Dispatch Plants
RUHHRT350A	Provide Product and Service Marketing Support
RUHHRT351A	Sell Products and Services
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT354A	Coordinate Crop Harvesting
RUHHRT355A	Undertake Complex Tree Climbing
RUHHRT356A	Maintain an Aquatic Environment
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT358A	Survey Soil Characteristics
RUHHRT359A	Implement a Plant Nutrition Program
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT401A	Plan Revegetation Works
RUHHRT402A	Design Plant Displays
RUHHRT403A	Source Information
RUHHRT404A	Plan a Tree Planting Program
RUHHRT405A	Develop a Tree Pruning Program
RUHHRT406A	Plan the Removal of Trees
RUHHRT407A	Plan a Tree Transplanting Program
RUHHRT408A	Plan a Tree Protection Program
RUHHRT409A	Supervise Sales
RUHHRT410A	Implement a Soil Preparation Program
RUHHRT411A	Supervise Crop Harvesting
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT413A	Supervise Nursery Plant Production
RUHHRT414A	Implement a Promotional Program
RUHHRT415A	Develop a Mowing Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance

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RUHHRT420A	Implement a Media Presentation Program
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT423A	Supervise Landscape Planting Works
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT427A	Prepare a Landscape Design
RUHHRT428A	Plan Cable and Bracing
RUHHRT429A	Plan Turf Establishment
RUHHRT430A	Plan Garden Restoration Works
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT433A	Implement a Propagation Plan
RUHHRT434A	Supervise Landscape Construction Works
RUHHRT435A	Cost a Project
RUHHRT436A	Conduct Comprehensive Inspection of Park Facilities
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program
RUHHRT439A	Develop Canopy Management and Crop Regulation Programs

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate IV in Horticulture (RUH40198)	
Qualification requirements = 6 Compulsory Units + 32 points from Horticulture (Level 4 or 5) + 8 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT401A	Plan Revegetation Works
RUHHRT402A	Design Plant Displays
RUHHRT403A	Source Information
RUHHRT404A	Plan a Tree Planting Program
RUHHRT405A	Develop a Tree Pruning Program
RUHHRT406A	Plan the Removal of Trees
RUHHRT407A	Plan a Tree Transplanting Program
RUHHRT408A	Plan a Tree Protection Program
RUHHRT409A	Supervise Sales
RUHHRT410A	Implement a Soil Preparation Program
RUHHRT411A	Supervise Crop Harvesting
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT413A	Supervise Nursery Plant Production
RUHHRT414A	Implement a Promotional Program
RUHHRT415A	Develop a Mowing Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance
RUHHRT420A	Implement a Media Presentation Program
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT423A	Supervise Landscape Planting Works
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT427A	Prepare a Landscape Design
RUHHRT428A	Plan Cable and Bracing
RUHHRT429A	Plan Turf Establishment
RUHHRT430A	Plan Garden Restoration Works
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT433A	Implement a Propagation Plan

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RUHHRT434A	Supervise Landscape Construction Works
RUHHRT435A	Cost a Project
RUHHRT436A	Conduct Comprehensive Inspection of Park Facilities
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program
RUHHRT439	Develop Canopy Management and Crop Regulation Programs
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT501A	Manage Parks and Reserves
RUHHRT502A	Manage Landscape Projects
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT504A	Plan Sports Turf Establishment
RUHHRT505A	Develop Turf Surface Preparation Standards
RUHHRT506A	Negotiate with Clients and Others
RUHHRT507A	Assess Trees
RUHHRT508A	Plan Tree Reduction and Removal
RUHHRT509A	Develop a Plant Sales Program
RUHHRT510A	Plan Growing Media Presentation
RUHHRT511A	Develop a Planting Program
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT516A	Design Sports Turf Playing Surfaces
RUHHRT517A	Manage Plant Health
RUHHRT518A	Conserve Natural Resource Areas
RUHHRT519A	Manage Controlled Growing Environments
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT521A	Develop a Production Plan
RUHHRT522A	Collect and Manage Data
RUHHRT523A	Trial Plants, Products and Treatments
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT525A	Conserve Heritage Areas
RUHHRT526A	Prepare Landscape Documentation
RUHHRT527A	Design Landscape Structures and Features
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT530A	Manage Wetlands
RUHHRT531A	Conduct Vegetation Surveys
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Diploma of Horticulture (RUH50198)	
Qualification requirements = 3 Compulsory Units + 25 points from Horticulture (Level 5 or 6) + 25 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT501A	Manage Parks and Reserves
RUHHRT502A	Manage Landscape Projects
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT504A	Plan Sports Turf Establishment
RUHHRT505A	Develop Turf Surface Preparation Standards
RUHHRT506A	Negotiate with Clients and Others
RUHHRT507A	Assess Trees
RUHHRT508A	Plan Tree Reduction and Removal
RUHHRT509A	Develop a Plant Sales Program
RUHHRT510A	Plan Growing Media Presentation
RUHHRT511A	Develop a Planting Program
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT516A	Design Sports Turf Playing Surfaces
RUHHRT517A	Manage Plant Health
RUHHRT518A	Conserve Natural Resource Areas
RUHHRT519A	Manage Controlled Growing Environments
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT521A	Develop a Production Plan
RUHHRT522A	Collect and Manage Data
RUHHRT523A	Trial Plants, Products and Treatments
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT525A	Conserve Heritage Areas
RUHHRT526A	Prepare Landscape Documentation
RUHHRT527A	Design Landscape Structures and Features
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT530A	Manage Wetlands
RUHHRT531A	Conduct Vegetation Surveys
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems

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Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Advanced Diploma of Horticulture (RUH60198)	
Qualification requirements = 3 Compulsory Units + 30 points from Horticulture (Level 6) + 30 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE: ARBORICULTURE	
Title: Certificate I in Horticulture (Arboriculture) (RUH10298)	
Qualification requirements = 6 Compulsory Units + 5 points from Horticulture (Level 1 or 2)	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 1 Elective Units (each unit = 1 point)	
RUHHRT103A	Provide Work Site Support
RUHHRT106A	Provide Planted Area Care
RUHHRT109A	Maintain the Work Environment
RUHHRT113A	Operate Ride-on Vehicles
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT207A	Operate Equipment and Machinery
RUHHRT208A	Prune Shrubs and Small Trees
RUHHRT209A	Perform Above Ground Pruning
RUHHRT210A	Perform Arboricultural Support
RUHHRT211A	Treat Trees for a Range of Problems
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT213A	Fell Small Trees
RUHHRT214A	Transplant Small Trees
RUHHRT215A	Protect Trees
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT222A	Operate and Maintain Chainsaws
RUHHRT223A	Climb Small Trees
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT236A	Undertake Stump Removal

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate II in Horticulture (Arboriculture) (RUH20298)	
Qualification requirements = 6 Compulsory Units + 24 points from Horticulture (Level 2 or 3) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT207A	Operate Equipment and Machinery
RUHHRT208A	Prune Shrubs and Small Trees
RUHHRT209A	Perform Above Ground Pruning
RUHHRT210A	Perform Arboricultural Support
RUHHRT211A	Treat Trees for a Range of Problems
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT213A	Fell Small Trees
RUHHRT214A	Transplant Small Trees
RUHHRT215A	Protect Trees
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT222A	Operate and Maintain Chainsaws
RUHHRT223A	Climb Small Trees
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT236A	Undertake Stump Removal
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT306A	Establish Planted Areas
RUHHRT307A	Implement a Tree Pruning Program
RUHHRT308A	Implement a Tree Maintenance Program
RUHHRT309A	Remove Trees in Confined Spaces
RUHHRT310A	Implement a Tree Transplanting Program
RUHHRT311A	Implement a Tree Protection Program
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT336A	Install Cable and Bracing
RUHHRT347A	Fell Large Trees
RUHHRT348A	Undertake Aerial Rescue
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT355A	Undertake Complex Tree Climbing
RUHHRT357A	Implement OHS Policies and Guidelines
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate III in Horticulture (Arboriculture) (RUH30298)	
Qualification requirements = 6 Compulsory Units + 30 points from Horticulture (Level 3 or 4) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT306A	Establish Planted Areas
RUHHRT307A	Implement a Tree Pruning Program
RUHHRT308A	Implement a Tree Maintenance Program
RUHHRT309A	Remove Trees in Confined Spaces
RUHHRT310A	Implement a Tree Transplanting Program
RUHHRT311A	Implement a Tree Protection Program
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT336A	Install Cable and Bracing
RUHHRT347A	Fell Large Trees
RUHHRT348A	Undertake Aerial Rescue
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT355A	Undertake Complex Tree Climbing
RUHHRT357A	Implement OHS Policies and Guidelines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT403A	Source Information
RUHHRT404A	Plan a Tree Planting Program
RUHHRT405A	Develop a Tree Pruning Program
RUHHRT406A	Plan the Removal of Trees
RUHHRT407A	Plan a Tree Transplanting Program
RUHHRT408A	Plan a Tree Protection Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff

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RUHHRT419A	Supervise Machinery Maintenance
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT428A	Plan Cable and Bracing
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate IV in Horticulture (Arboriculture) (RUH40298)	
Qualification requirements = 6 Compulsory Units + 32 points from Horticulture (Level 4 or 5) + 8 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT403A	Source Information
RUHHRT404A	Plan a Tree Planting Program
RUHHRT405A	Develop a Tree Pruning Program
RUHHRT406A	Plan the Removal of Trees
RUHHRT407A	Plan a Tree Transplanting Program
RUHHRT408A	Plan a Tree Protection Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT428A	Plan Cable and Bracing
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT507A	Assess Trees
RUHHRT508A	Plan Tree Reduction and Removal
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT517A	Manage Plant Health
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT522A	Collect and Manage Data
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT528A	Prepare Reports
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Diploma of Horticulture (Arboriculture) (RUH50298)	
Qualification requirements = 3 Compulsory Units + 25 points from Horticulture (Level 5 or 6) + 25 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT507A	Assess Trees
RUHHRT508A	Plan Tree Reduction and Removal
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT517A	Manage Plant Health
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT522A	Collect and Manage Data
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT528A	Prepare Reports
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Advanced Diploma of Horticulture (Arboriculture) (RUH60298)	
Qualification requirements = 3 Compulsory Units + 30 points from Horticulture (Level 6) + 30 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE: FLORICULTURE	
Title: Certificate I in Horticulture (Floriculture) (RUH10398)	
Qualification requirements = 6 Compulsory Units + 5 points from Horticulture (Level 1 or 2)	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 1 Elective Units (each unit = 1 point)	
RUHHRT101A	Provide Crop Care
RUHHRT102A	Plant a Crop by Hand
RUHHRT105A	Pick a Crop
RUHHRT109A	Maintain the Work Environment
RUHHRT111A	Provide Post Harvest Care
RUHHRT113A	Operate Ride-on Vehicles
RUHHRT114A	Carry out Basic Drying Operations
RUHHRT115A	Carry out Basic Canopy Maintenance
RUHHRT116A	Sow Plant Materials
RUHHRT117A	Carry out Basic Post Harvest Operations
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT218A	Establish Crops
RUHHRT219A	Maintain a Crop
RUHHRT220A	Support Crop Harvesting
RUHHRT221A	Carry out Post Harvest Treatments
RUHHRT224A	Undertake Propagation Activities
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT232A	Carry out Canopy Management

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate II in Horticulture (Floriculture) (RUH20398)	
Qualification requirements = 6 Compulsory Units + 24 points from Horticulture (Level 2 or 3) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT218A	Establish Crops
RUHHRT219A	Maintain a Crop
RUHHRT220A	Support Crop Harvesting
RUHHRT221A	Carry out Post Harvest Treatments
RUHHRT224A	Undertake Propagation Activities
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT232A	Carry out Canopy Management
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT319A	Prepare Field Soils for Planting
RUHHRT320A	Implement a Crop Planting Program
RUHHRT321A	Implement a Crop Maintenance Program
RUHHRT322A	Harvest Crops
RUHHRT323A	Implement Post Harvest Processes
RUHHRT324A	Propagate Plants
RUHHRT325A	Supervise Work Site Activities
RUHHRT328A	Operate Specialised Machinery

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RUHHRT329A	Operate Advanced Machinery
RUHHRT330A	Erect Horticultural Structures
RUHHRT331A	Maintain an Office
RUHHRT337A	Install Hydroponic Systems
RUHHRT338A	Maintain Hydroponic Systems
RUHHRT339A	Monitor Hydroponic Systems
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT354A	Coordinate Crop Harvesting
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT358A	Survey Soil Characteristics
RUHHRT359A	Implement a Plant Nutrition Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate III in Horticulture (Floriculture) (RUH30398)	
Qualification requirements = 6 Compulsory Units + 30 points from Horticulture (Level 3 or 4) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT319A	Prepare Field Soils for Planting
RUHHRT320A	Implement a Crop Planting Program
RUHHRT321A	Implement a Crop Maintenance Program
RUHHRT322A	Harvest Crops
RUHHRT323A	Implement Post Harvest Processes
RUHHRT324A	Propagate Plants
RUHHRT325A	Supervise Work Site Activities
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT330A	Erect Horticultural Structures
RUHHRT331A	Maintain an Office
RUHHRT337A	Install Hydroponic Systems
RUHHRT338A	Maintain Hydroponic Systems
RUHHRT339A	Monitor Hydroponic Systems
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT354A	Coordinate Crop Harvesting
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT358A	Survey Soil Characteristics
RUHHRT359A	Implement a Plant Nutrition Program
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT403A	Source Information
RUHHRT410A	Implement a Soil Preparation Program
RUHHRT411A	Supervise Crop Harvesting
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance
RUHHRT420A	Implement a Media Presentation Program

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RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program
RUHHRT439A	Develop Canopy Management and Crop Regulation Programs

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate IV in Horticulture (Floriculture) (RUH40398)	
Qualification requirements = 6 Compulsory Units + 32 points from Horticulture (Level 4 or 5) + 8 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT403A	Source Information
RUHHRT410A	Implement a Soil Preparation Program
RUHHRT411A	Supervise Crop Harvesting
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance
RUHHRT420A	Implement a Media Presentation Program
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program
RUHHRT439A	Develop Canopy Management and Crop Regulation Programs
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT510A	Plan Growing Media Presentation
RUHHRT511A	Develop a Planting Program
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT517A	Manage Plant Health
RUHHRT519A	Manage Controlled Growing Environments
RUHHRT520A	Implement Sustainable Horticultural Practices

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RUHHRT521A	Develop a Production Plan
RUHHRT522A	Collect and Manage Data
RUHHRT523A	Trial Plants, Products and Treatments
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Diploma of Horticulture (Floriculture) (RUH50398)	
Qualification requirements = 3 Compulsory Units + 25 points from Horticulture (Level 5 or 6) + 25 points from Options	
Compulsory Units	
RUHCORE2a	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT510A	Plan Growing Media Presentation
RUHHRT511A	Develop a Planting Program
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT517A	Manage Plant Health
RUHHRT519A	Manage Controlled Growing Environments
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT521A	Develop a Production Plan
RUHHRT522A	Collect and Manage Data
RUHHRT523A	Trial Plants, Products and Treatments
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Advanced Diploma of Horticulture (Floriculture) (RUH60398)	
Qualification requirements = 3 Compulsory Units + 30 points from Horticulture (Level 6) + 30 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE: LANDSCAPE	
Title: Certificate I in Horticulture (Landscape) (RUH10498)	
Qualification requirements = 6 Compulsory Units + 5 points from Horticulture (Level 1 or 2)	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 1 Elective Units (each unit = 1 point)	
RUHHRT103A	Provide Work Site Support
RUHHRT104A	Provide Turf Care
RUHHRT106A	Provide Planted Area Care
RUHHRT109A	Maintain the Work Environment
RUHHRT113A	Operate Ride-on Vehicles
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT208A	Prune Shrubs and Small Trees
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT213A	Fell Small Trees
RUHHRT214A	Transplant Small Trees
RUHHRT215A	Protect Trees
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT222A	Operate and Maintain Chainsaws
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT233A	Renovate Grassed Areas
RUHHRT238A	Install Paving
RUHHRT239A	Install Retaining Walls
RUHHRT240A	Establish Turf

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate II in Horticulture (Landscape) (RUH20498)	
Qualification requirements = 6 Compulsory Units + 24 points from Horticulture (Level 2 or 3) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT208A	Prune Shrubs and Small Trees
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT213A	Fell Small Trees
RUHHRT214A	Transplant Small Trees
RUHHRT215A	Protect Trees
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT222A	Operate and Maintain Chainsaws
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT233A	Renovate Grassed Areas
RUHHRT238A	Install Paving
RUHHRT239A	Install Retaining Walls
RUHHRT240A	Establish Turf
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT302A	Cultivate Turf
RUHHRT305A	Implement a Landscape Maintenance Program
RUHHRT306A	Establish Planted Areas
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT314A	Set out Landscape Works
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases

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RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT327A	Undertake a Site Assessment
RUHHRT341A	Install Concrete Structures and Features
RUHHRT342A	Install Timber Structures and Features
RUHHRT343A	Install Brick Structures and Features
RUHHRT344A	Install Masonry Structures and Features
RUHHRT345A	Install Metal Structures and Features
RUHHRT346A	Install Water Features
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT357A	Implement OHS Policies and Guidelines

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE

Title: Certificate III in Horticulture (Landscape) (RUH30498)

Qualification requirements = 6 Compulsory Units + 30 points from Horticulture (Level 3 or 4) + 6 points from Options

Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT302A	Cultivate Turf
RUHHRT305A	Implement a Landscape Maintenance Program
RUHHRT306A	Establish Planted Areas
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT314A	Set out Landscape Works
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT327A	Undertake a Site Assessment
RUHHRT341A	Install Concrete Structures and Features
RUHHRT342A	Install Timber Structures and Features
RUHHRT343A	Install Brick Structures and Features
RUHHRT344A	Install Masonry Structures and Features
RUHHRT345A	Install Metal Structures and Features
RUHHRT346A	Install Water Features
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT357A	Implement OHS Policies and Guidelines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT418A	Supervise Staff
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT423A	Supervise Landscape Planting Works
RUHHRT426A	Develop Team Work
RUHHRT427A	Prepare a Landscape Design
RUHHRT434A	Supervise Landscape Construction Works
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE

Title: Certificate IV in Horticulture (Landscape) (RUH40498)

Qualification requirements = 6 Compulsory Units + 32 points from Horticulture (Level 4 or 5) + 8 points from Options

Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT418A	Supervise Staff
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT423A	Supervise Landscape Planting Works
RUHHRT426A	Develop Team Work
RUHHRT427A	Prepare a Landscape Design
RUHHRT434A	Supervise Landscape Construction Works
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT502A	Manage Landscape Projects
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT518A	Conserve Natural Resource Areas
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT522A	Collect and Manage Data
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT526A	Prepare Landscape Documentation
RUHHRT527A	Design Landscape Structures and Features
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Diploma of Horticulture (Landscape) (RUH50498)	
Qualification requirements = 3 Compulsory Units + 25 points from Horticulture (Level 5 or 6) + 25 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT502A	Manage Landscape Projects
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT518A	Conserve Natural Resource Areas
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT522A	Collect and Manage Data
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT526A	Prepare Landscape Documentation
RUHHRT527A	Design Landscape Structures and Features
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Advanced Diploma of Horticulture (Landscape) (RUH60498)	
Qualification requirements = 3 Compulsory Units + 30 points from Horticulture (Level 6) + 30 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE: NURSERY	
Title: Certificate I in Horticulture (Nursery) (RUH10598)	
Qualification requirements = 6 Compulsory Units + 5 points from Horticulture (Level 1 or 2)	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 1 Elective Units (each unit = 1 point)	
RUHHRT107A	Provide Nursery Plant Care
RUHHRT108A	Provide Nursery Support
RUHHRT109A	Maintain the Work Environment
RUHHRT110A	Display Products
RUHHRT112A	Provide Propagation Support
RUHHRT113A	Operate Ride-on Vehicles
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT224A	Undertake Propagation Activities
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT228A	Pot on Plants
RUHHRT229A	Tend Nursery Plants
RUHHRT230A	Assist Sales of Products and Services
RUHHRT231A	Operate Point of Sale Systems

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate II in Horticulture (Nursery) (RUH20598)	
Qualification requirements = 6 Compulsory Units + 24 points from Horticulture (Level 2 or 3) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT224A	Undertake Propagation Activities
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT228A	Pot on Plants
RUHHRT229A	Tend Nursery Plants
RUHHRT230A	Assist Sales of Products and Services
RUHHRT231A	Operate Point of Sale Systems
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT301A	Prepare Plant Displays
RUHHRT303A	Maintain Nursery Plants
RUHHRT304A	Prepare Specialised Plants
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT319A	Prepare Field Soils for Planting
RUHHRT324A	Propagate Plants
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT330A	Erect Horticultural Structures
RUHHRT331A	Maintain an Office

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RUHHRT340A	Install and Maintain Interior Plant Displays
RUHHRT349A	Receive and Dispatch Plants
RUHHRT350A	Provide Product and Service Marketing Support
RUHHRT351A	Sell Products and Services
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT359A	Implement a Plant Nutrition Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate III in Horticulture (Nursery) (RUH30598)	
Qualification requirements = 6 Compulsory Units + 30 points from Horticulture (Level 3 or 4) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT301A	Prepare Plant Displays
RUHHRT303A	Maintain Nursery Plants
RUHHRT304A	Prepare Specialised Plants
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT319A	Prepare Field Soils for Planting
RUHHRT324A	Propagate Plants
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT330A	Erect Horticultural Structures
RUHHRT331A	Maintain an Office
RUHHRT340A	Install and Maintain Interior Plant Displays
RUHHRT349A	Receive and Dispatch Plants
RUHHRT350A	Provide Product and Service Marketing Support
RUHHRT351A	Sell Products and Services
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT359A	Implement a Plant Nutrition Program
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT403A	Source Information
RUHHRT409A	Supervise Sales
RUHHRT410A	Implement a Soil Preparation Program
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT413A	Supervise Nursery Plant Production
RUHHRT414A	Implement a Promotional Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff

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RUHHRT419A	Supervise Machinery Maintenance
RUHHRT420A	Implement a Media Presentation Program
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT433A	Implement a Propagation Plan
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate IV in Horticulture (Nursery) (RUH40598)	
Qualification requirements = 6 Compulsory Units + 32 points from Horticulture (Level 4 or 5) + 8 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT403A	Source Information
RUHHRT409A	Supervise Sales
RUHHRT410A	Implement a Soil Preparation Program
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT413A	Supervise Nursery Plant Production
RUHHRT414A	Implement a Promotional Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance
RUHHRT420A	Implement a Media Presentation Program
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT433A	Implement a Propagation Plan
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT509A	Develop a Plant Sales Program
RUHHRT510A	Plan Growing Media Presentation
RUHHRT511A	Develop a Planting Program
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT517A	Manage Plant Health
RUHHRT519A	Manage Controlled Growing Environments
RUHHRT520A	Implement Sustainable Horticultural Practices

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RUHHRT521A	Develop a Production Plan
RUHHRT522A	Collect and Manage Data
RUHHRT523A	Trial Plants, Products and Treatments
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE

Title: Diploma of Horticulture (Nursery) (RUH50598)

Qualification requirements = 3 Compulsory Units + 25 points from Horticulture (Level 5 or 6) + 25 points from Options

Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT509A	Develop a Plant Sales Program
RUHHRT510A	Plan Growing Media Presentation
RUHHRT511A	Develop a Planting Program
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT517A	Manage Plant Health
RUHHRT519A	Manage Controlled Growing Environments
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT521A	Develop a Production Plan
RUHHRT522A	Collect and Manage Data
RUHHRT523A	Trial Plants, Products and Treatments
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Advanced Diploma of Horticulture (Nursery) (RUH60598)	
Qualification requirements = 3 Compulsory Units + 30 points from Horticulture (Level 6) + 30 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE: PARKS AND GARDENS	
Title: Certificate I in Horticulture (Parks and Gardens) (RUH10698)	
Qualification requirements = 6 Compulsory Units + 5 points from Horticulture (Level 1 or 2)	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 1 Elective Units (each unit = 1 point)	
RUHHRT103A	Provide Work Site Support
RUHHRT104A	Provide Turf Care
RUHHRT106A	Provide Planted Area Care
RUHHRT107A	Provide Nursery Plant Care
RUHHRT109A	Maintain the Work Environment
RUHHRT113A	Operate Ride-on Vehicles
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT205A	Dig a Grave
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT208A	Prune Shrubs and Small Trees
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT213A	Fell Small Trees
RUHHRT214A	Transplant Small Trees
RUHHRT215A	Protect Trees
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT222A	Operate and Maintain Chainsaws
RUHHRT224A	Undertake Propagation Activities
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT233A	Renovate Grassed Areas
RUHHRT237A	Support Revegetation Works
RUHHRT238A	Install Paving
RUHHRT240A	Establish Turf
RUHHRT241A	Conduct Visual Inspection of Park Facilities

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate II in Horticulture (Parks and Gardens) (RUH20698)	
Qualification requirements = 6 Compulsory Units + 24 points from Horticulture (Level 2 or 3) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT205A	Dig a Grave
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT208A	Prune Shrubs and Small Trees
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT213A	Fell Small Trees
RUHHRT214A	Transplant Small Trees
RUHHRT215A	Protect Trees
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT222A	Operate and Maintain Chainsaws
RUHHRT224A	Undertake Propagation Activities
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT233A	Renovate Grassed Areas
RUHHRT237A	Support Revegetation Works
RUHHRT238A	Install Paving
RUHHRT240A	Establish Turf
RUHHRT241A	Conduct Visual Inspection of Park Facilities
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT301A	Prepare Plant Displays
RUHHRT302A	Cultivate Turf
RUHHRT305A	Implement a Landscape Maintenance Program
RUHHRT306A	Establish Planted Areas
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery

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RUHHRT324A	Propagate Plants
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT330A	Erect Horticultural Structures
RUHHRT331A	Maintain an Office
RUHHRT335A	Conduct Operational Inspection of Park Facilities
RUHHRT340A	Install and Maintain Interior Plant Displays
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT356A	Maintain an Aquatic Environment
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT359A	Implement a Plant Nutrition Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate III in Horticulture (Parks and Gardens) (RUH30698)	
Qualification requirements = 6 Compulsory Units + 30 points from Horticulture (Level 3 or 4) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT301A	Prepare Plant Displays
RUHHRT302A	Cultivate Turf
RUHHRT305A	Implement a Landscape Maintenance Program
RUHHRT306A	Establish Planted Areas
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT324A	Propagate Plants
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT330A	Erect Horticultural Structures
RUHHRT331A	Maintain an Office
RUHHRT335A	Conduct Operational Inspection of Park Facilities
RUHHRT340A	Install and Maintain Interior Plant Displays
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT356A	Maintain an Aquatic Environment
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT359A	Implement a Plant Nutrition Program
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT401A	Plan Revegetation Works
RUHHRT402A	Design Plant Displays
RUHHRT403A	Source Information
RUHHRT404A	Plan a Tree Planting Program
RUHHRT405A	Develop a Tree Pruning Program
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance

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RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT423A	Supervise Landscape Planting Works
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT429A	Plan Turf Establishment
RUHHRT430A	Plan Garden Restoration Works
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT435A	Cost a Project
RUHHRT436A	Conduct Comprehensive Inspection of Park Facilities
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate IV in Horticulture (Parks and Gardens) (RUH40698)	
Qualification requirements = 6 Compulsory Units + 32 points from Horticulture (Level 4 or 5) + 8 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT401A	Plan Revegetation Works
RUHHRT402A	Design Plant Displays
RUHHRT403A	Source Information
RUHHRT404A	Plan a Tree Planting Program
RUHHRT405A	Develop a Tree Pruning Program
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT423A	Supervise Landscape Planting Works
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT429A	Plan Turf Establishment
RUHHRT430A	Plan Garden Restoration Works
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT435A	Cost a Project
RUHHRT436A	Conduct Comprehensive Inspection of Park Facilities
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT501A	Manage Parks and Reserves
RUHHRT502A	Manage Landscape Projects
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT517A	Manage Plant Health
RUHHRT518A	Conserve Natural Resource Areas

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RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT522A	Collect and Manage Data
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT525A	Conserve Heritage Areas
RUHHRT526A	Prepare Landscape Documentation
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT530A	Manage Wetlands
RUHHRT531A	Conduct Vegetation Surveys
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Diploma of Horticulture (Parks and Gardens) (RUH50698)	
Qualification requirements = 3 Compulsory Units + 25 points from Horticulture (Level 5 or 6) + 25 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT501A	Manage Parks and Reserves
RUHHRT502A	Manage Landscape Projects
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT506A	Negotiate with Clients and Others
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT517A	Manage Plant Health
RUHHRT518A	Conserve Natural Resource Areas
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT522A	Collect and Manage Data
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT525A	Conserve Heritage Areas
RUHHRT526A	Prepare Landscape Documentation
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT530A	Manage Wetlands
RUHHRT531A	Conduct Vegetation Surveys
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems
Horticulture Level 6 Elective units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Advanced Diploma of Horticulture (Parks and Gardens) (RUH60698)	
Qualification requirements = 3 Compulsory Units + 30 points from Horticulture (Level 6) + 30 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE: TURF MANAGEMENT	
Title: Certificate I in Horticulture (Turf Management) (RUH10798)	
Qualification requirements = 6 Compulsory Units + 5 points from Horticulture (Level 1 or 2)	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 1 Elective Units (each unit = 1 point)	
RUHHRT104A	Provide Turf Care
RUHHRT109A	Maintain the Work Environment
RUHHRT113A	Operate Ride-on Vehicles
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT233A	Renovate Grassed Areas
RUHHRT234A	Prepare Turf Surfaces for Play
RUHHRT235A	Support Turf Construction
RUHHRT240A	Establish Turf

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate II in Horticulture (Turf Management) (RUH20798)	
Qualification requirements = 6 Compulsory Units + 24 points from Horticulture (Level 2 or 3) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 2 Elective Units (each unit = 2 points)	
RUHHRT201A	Treat Weeds
RUHHRT202A	Treat Pests and Diseases
RUHHRT203A	Plant Trees and Shrubs
RUHHRT204A	Communicate in the Workplace
RUHHRT206A	Operate Tractors
RUHHRT207A	Operate Equipment and Machinery
RUHHRT212A	Apply Chemicals and Biological Agents
RUHHRT216A	Maintain Supplies of Chemicals and Biological Agents
RUHHRT217A	Maintain Properties and Structures
RUHHRT225A	Maintain Drainage Systems
RUHHRT226A	Undertake Irrigation Systems Maintenance Activities
RUHHRT227A	Recognise Plants, Products and Treatments
RUHHRT233A	Renovate Grassed Areas
RUHHRT234A	Prepare Turf Surfaces for Play
RUHHRT235A	Support Turf Construction
RUHHRT240A	Establish Turf
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT302A	Cultivate Turf
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery

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RUHHRT331A	Maintain an Office
RUHHRT332A	Construct Turf Playing Surfaces
RUHHRT333A	Monitor Turf Health
RUHHRT334A	Renovate sports Turf
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT359A	Implement a Plant Nutrition Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate III in Horticulture (Turf Management) (RUH30798)	
Qualification requirements = 6 Compulsory Units + 30 points from Horticulture (Level 3 or 4) + 6 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 3 Elective Units (each unit = 3 points)	
RUHHRT302A	Cultivate Turf
RUHHRT312A	Install Drainage Systems
RUHHRT313A	Install Irrigation Systems
RUHHRT315A	Operate Irrigation Systems
RUHHRT316A	Control Weeds
RUHHRT317A	Control Pests and Diseases
RUHHRT318A	Undertake Operational Maintenance of Machinery
RUHHRT325A	Supervise Work Site Activities
RUHHRT326A	Provide Information on Plants, Products and Treatments
RUHHRT328A	Operate Specialised Machinery
RUHHRT329A	Operate Advanced Machinery
RUHHRT331A	Maintain an Office
RUHHRT332A	Construct Turf Playing Surfaces
RUHHRT333A	Monitor Turf Health
RUHHRT334A	Renovate sports Turf
RUHHRT352A	Implement an Integrated Pest Management Program
RUHHRT353A	Select Chemicals and Biological Agents
RUHHRT357A	Implement OHS Policies and Guidelines
RUHHRT359A	Implement a Plant Nutrition Program
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT403A	Source Information
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT415A	Develop a Mowing Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance
RUHHRT421A	Supervise Supplies and Services

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RUHHRT422A	Operate within a Budget Framework
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT429A	Plan Turf Establishment
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Certificate IV in Horticulture (Turf Management) (RUH40798)	
Qualification requirements = 6 Compulsory Units + 32 points from Horticulture (Level 4 or 5) + 8 points from Options	
Compulsory Units	
RUHCORE1A	Meet Industry Standards
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE4A	Cooperate in the Workplace
RUHCORE5A	Act in an Emergency
RUHCORE6A	Plan Daily Work Routines
Horticulture Level 4 Elective Units (each unit = 4 points)	
RUHHRT403A	Source Information
RUHHRT412A	Develop an Integrated Pest Management Program
RUHHRT415A	Develop a Mowing Program
RUHHRT416A	Recommend Plants, Products and Treatments
RUHHRT417A	Deliver On-the-job Training
RUHHRT418A	Supervise Staff
RUHHRT419A	Supervise Machinery Maintenance
RUHHRT421A	Supervise Supplies and Services
RUHHRT422A	Operate within a Budget Framework
RUHHRT424A	Manage Irrigation, Drainage and Treatment Systems
RUHHRT425A	Maintain Systems of Communication
RUHHRT426A	Develop Team Work
RUHHRT429A	Plan Turf Establishment
RUHHRT431A	Promote Plant Health
RUHHRT432A	Manage and Notify a Chemical Spillage and/or Leakage
RUHHRT435A	Cost a Project
RUHHRT437A	Establish and Maintain the Enterprise OHS Program
RUHHRT438A	Develop a Plant Nutrition Program
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT504A	Plan Sports Turf Establishment
RUHHRT505A	Develop Turf Surface Preparation Standards
RUHHRT506A	Negotiate with Clients and Others
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT516A	Design Sports Turf Playing Surfaces
RUHHRT517A	Manage Plant Health
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT522A	Collect and Manage Data
RUHHRT523A	Trial Plants, Products and Treatments
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems
Options	
• Other Horticulture or Agriculture units of competency at any level	

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SECTION B: HORTICULTURE TRAINING PACKAGE

Title: Diploma of Horticulture (Turf Management) (RUH50798)

Qualification requirements = 3 Compulsory Units + 25 points from Horticulture (Level 5 or 6) + 25 points from Options

Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 5 Elective Units (each unit = 5 points)	
RUHHRT503A	Prepare Estimates, Quotes and Tenders
RUHHRT504A	Plan Sports Turf Establishment
RUHHRT505A	Develop Turf Surface Preparation Standards
RUHHRT506A	Negotiate with Clients and Others
RUHHRT512A	Prepare and Monitor Budgets and Financial Reports
RUHHRT513A	Manage Business Operations
RUHHRT514A	Administer the Business
RUHHRT515A	Design Irrigation, Drainage and Water Treatment Systems
RUHHRT516A	Design Sports Turf Playing Surfaces
RUHHRT517A	Manage Plant Health
RUHHRT520A	Implement Sustainable Horticultural Practices
RUHHRT522A	Collect and Manage Data
RUHHRT523A	Trial Plants, Products and Treatments
RUHHRT524A	Provide Specialist Advice on Plants, Products and Treatments
RUHHRT528A	Prepare Reports
RUHHRT529A	Manage Weed, Pest and Disease Infestations
RUHHRT532A	Maintain, Monitor and Evaluate Irrigation Systems
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise

Options

- Other Horticulture or Agriculture units of competency at any level

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SECTION B: HORTICULTURE TRAINING PACKAGE	
Title: Advanced Diploma of Horticulture (Turf Management) (RUH60798)	
Qualification requirements = 3 Compulsory Units + 30 points from Horticulture (Level 6) + 30 points from Options	
Compulsory Units	
RUHCORE2A	Meet Workplace Health and Safety Requirements
RUHCORE3A	Use Hazardous Substances Safely
RUHCORE5A	Act in an Emergency
Horticulture Level 6 Elective Units (each unit = 6 points)	
RUHHRT601A	Develop Staff Training Plans
RUHHRT602A	Develop a Business Plan
RUHHRT603A	Promote the Business
RUHHRT604A	Manage Human Resources
RUHHRT605A	Manage Physical Resources
RUHHRT606A	Market Products and Services
RUHHRT607A	Manage Business Capital
RUHHRT608A	Establish a Horticultural Enterprise
Options	
• Other Horticulture or Agriculture units of competency at any level	

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CUL99

LIBRARIES AND MUSEUMS TRAINING PACKAGE

LIBRARY AND INFORMATION SERVICES

Qualifications Framework

INTRODUCTION TO LIBRARY AND INFORMATION SERVICES QUALIFICATIONS

There are five qualifications covering AQF levels 2 to 6 within the Local Government Qualifications Framework drawn from the Library and Information Services qualifications within the Libraries and Museums Training Package. These are:

CUL20199	Certificate II in Library and Information Services
CUL30199	Certificate III in Library and Information Services
CUL40199	Certificate IV in Library and Information Services
CUL50199	Diploma of Library and Information Services
CUL60199	Advanced Diploma of Library and Information Services

The Library and Information Services Qualifications Framework is designed to respond to and anticipate present and future education and training needs. The framework also encourages Library and Information Services workers to identify and meet their own skill development needs.

Because Library and Information Services workers are able to transfer their competencies across many different environments, the Training Package provides both horizontal and vertical career path opportunities. The qualifications provide a basis for study and employment in other, related fields across all industries.

Packaging Arrangements

The Qualifications Framework provides a flexible set of qualifications which aims to maximise choice for individuals, employers and RTOs.

For each qualification, there are two types of units:

- Compulsory units which all individuals must complete
- 'Other' units, a minimum number of which must be completed at each level. These other units include Museum or Library and Information Services units and units from other endorsed industry Training Packages. Each qualification sets out the required number of Museum or Library and Information Services units to be completed and the maximum number of units that may be included from other industry Training Packages

In addition to the Library and Information Services Competency Standards, relevant units of competency from other industries can be used when making up a qualification. Some of these other Standards, such as Workplace Trainers and Assessors Competency Standards, have been included in this Training Package.

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The qualifications may be customised through the incorporation of Competency Standards from other industries included in the Training Package. Standards from other industries may be incorporated into qualifications as electives, provided that:

- the Standards are packaged at the same level as the relevant museum industry qualifications
- the proposed electives are part of an endorsed national Training Package or endorsed national Competency Standards
- the total qualification includes the minimum number of Library and Information Services industry Competency Standards specified for that level

The competencies develop incrementally from one level to the next. A person may commence study at any level or may receive recognition for their prior learning and current competencies and use these as a basis for formal study.

All qualifications should include studies in the following areas as a basis for practice:

- information and information formats
- information literacy and methods of access, including training and educating clients to access information effectively
- information agencies, outlets and networks
- work and work effectiveness in a service environment, including own performance and development
- ethical and legal obligations in providing information services

For Further Information

Ms Cassandra Parkinson
Executive Officer
CREATE Australia
Suite 1, Level 9
418a Elizabeth Street
Surry Hills NSW 2010

Ph: 02 9211 5342
Fax: 02 9211 5346
Email: 100243.1336@compuserve.com

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: LIBRARY AND INFORMATION SERVICES	
Title: Certificate II in Library and Information Services (CUL20199)	
Qualification requirements = 7 Units (6 Compulsory + 1 Elective) *This Elective may be the following unit listed or may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Certificate II in Museum Practice).*	
Compulsory Units	
CULLB201A	Assist Clients to Use an Information Service Effectively
CULLB202A	Assist with the Maintenance of Service Area
CULLB203A	Develop Own Information Literacy Skills
CULLB204A	Manage Own Work Performance and Learning
CULLB205A	Prepare, Process and Store Resources
CULLB206A	Assist with Circulation Services
Library and Information Services Elective Units	
CULLB207A	Assist with Programs, Activities and Promotion

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: LIBRARY AND INFORMATION SERVICES	
Title: Certificate III in Library and Information Services (CUL30199)	
Qualification requirements = 12 Units (9 Compulsory + 3 Electives) *Two of these Electives must come from the list below; the other may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Certificate III in Museum Practice).*	
Compulsory Units	
CULLB201A	Assist Clients to Use an Information Service Effectively
CULLB202A	Assist with the Maintenance of Service Area
CULLB203A	Develop Own Information Literacy Skills
CULLB204A	Manage Own Work Performance and Learning
CULLB205A	Prepare, Process and Store Resources
CULLB301A	Participate in a Work Team
CULLB302A	Use Bibliographic Methods
CULLB307A	Use Multimedia Equipment
BSZ404A	Train Small Groups
Library and Information Services Elective Units	
CULLB303A	Accession and Process Resources
CULLB304A	Contribute to Promotional Programs and Activities for Clients
CULLB305A	Process Orders
CULLB306A	Respond to Requests from other Information Providers for Material

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: LIBRARY AND INFORMATION SERVICES	
Title: Certificate IV in Library and Information Services (CUL40199)	
Qualification requirements = 15 Units (9 Compulsory + 6 Electives) *Three Electives must come from the list below; the others may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Certificate IV in Museum Practice).*	
Compulsory Units	
CULLB401A	Contribute to Client Access to Information
CULLB402A	Contribute to Effective Working Relationships
CULLB403A	Develop and Apply Own Information Literacy Skills in Working with Clients
CULLB404A	Contribute to Structuring Bibliographic and other Information Systems
CULLB405A	Manage Own Work, Development and Learning
CULLB406A	Organise and Coordinate Work Activities
CULLB407A	Use Networked Services Effectively to Provide Access to Information
CULLB307A	Use Multimedia Equipment
BSZ404A	Train Small Groups
Library and Information Services Elective Units	
CULLB408A	Acquire and Process Resources for Access
CULLB409A	Maintain Service Area Environment, Resources and Equipment
CULLB410A	Obtain Information Resources from Remote Sources for Clients
CULLB411A	Provide Promotion and Programs and Activities for Clients
CULLB412A	Undertake Cataloguing Activities

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: LIBRARY AND INFORMATION SERVICES

Title: Diploma of Library and Information Services (CUL50199)

Qualification requirements = 23 Units (15 Compulsory + 8 Electives)
Four Electives must come from the list below; the others may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Diploma of Museum Practice). To complete the Certificate IV in Workplace Trainer and Assessment, four units may be selected from that industry Training Package.

Compulsory Units	
CULLB401A	Contribute to Client Access to Information
CULLB402A	Contribute to Effective Working Relationships
CULLB403A	Develop and Apply Own Information Literacy Skills in Working with Clients
CULLB405A	Manage Own Work, Development and Learning
CULLB406A	Organise and Coordinate Work Activities
CULLB407A	Use Networked Services Effectively to Provide Access to Information
CULLB501A	Contribute to the Organisation and Coordination of the Work of Others
CULLB502A	Deliver Information Literacy Programs for Clients
CULLB503A	Organise Information for Client Access
CULLB504A	Provide Clients with Access to Required Information
CULLB307A	Use Multimedia Equipment
BSZ404A	Train Small Groups
BSZ401A	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
Library and Information Services Elective Units	
CULLB505A	Analyse and Describe Material
CULLB506A	Catalogue and Classify Material
CULLB507A	Contribute to Collection Development
CULLB508A	Develop and Improve Systems and Processes to Increase Access to Information
CULLB509A	Coordinate Selection and Acquisition of Information
CULLB510A	Establish and Maintain Consultation with, and Promotion to, Client Groups
CULLB511A	Lead a Team
CULLB512A	Maintain and Modify Technological Applications in the Library
CULLB513A	Manage Maintenance of Physical Resources and Environment
CULLB514A	Provide Assistance for Research and Projects

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: LIBRARY AND INFORMATION SERVICES	
Title: Advanced Diploma of Library and Information Services (CUL60199)	
Qualification requirements = 21 Units (13 Compulsory + 8 Electives) *One of the Electives must come from Group A below; an additional three must come from either Group A or B. The others may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Advanced Diploma of Museum Practice).*	
Compulsory Units	
CULLB501A	Contribute to the Organisation and Coordination of the Work of Others
CULLB502A	Deliver Information Literacy Programs for Clients
CULLB504A	Provide Clients with Access to Required Information
CULLB508A	Develop and Improve Systems and Processes to Increase Access to Information
CULLB514A	Provide Assistance for Research and Projects
CULLB601A	Contribute to the Development of the Organisation's Bibliographic Management System
CULLB602A	Evaluate and Extend Own Information Literacy Skills in Working with Clients
CULLB603A	Manage a Major Functional Area
CULLB307A	Use Multimedia Equipment
BSZ404A	Train Small Groups
BSZ401A	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
Library and Information Services Elective Units	
Group A	
CULLB604A	Manage Care and Maintenance of the Collection
CULLB605A	Manage Collection Development
CULLB606A	Provide Data Base Development
Group B	
CULLB505A	Analyse and Describe Material
CULLB506A	Catalogue and Classify Material
CULLB510A	Establish and Maintain Consultation with, and Promotion to, Client Groups
CULLB512A	Maintain and Modify Technological Applications in the Library

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LIBRARIES AND MUSEUMS TRAINING PACKAGE

MUSEUMS

Qualifications Framework

INTRODUCTION TO MUSEUMS QUALFICATIONS

There are five qualifications covering AQF levels 2 to 6 within the Local Government Qualifications Framework drawn from the Museums section of this Training Package. These are:

CUL20299	Certificate II in Museum Practice
CUL30299	Certificate III in Museum Practice
CUL40299	CertificateIV in Museum Practice
CUL50299	Diploma of Museum Practice
CUL60299	Advanced Diploma of Museum Practice

The industry Training Package offers qualifications that underpin many different employment opportunities. The qualifications provide the opportunity for multi- skilling, and incorporate competencies from other industries where appropriate. This flexibility is particularly suited to small and regional centres where a mix of skills may be required.

The national Training Package incorporates this variety of competencies and provides flexibility in the ways in which they may be packaged to form qualifications.

Packaging Arrangements

The Qualifications Framework provides a flexible set of qualifications which aims to maximise choice for individuals, employers and RTOs.

For each qualification, there are two types of units:

- Compulsory units which all individuals must complete
- 'Other' units, a minimum number of which must be completed at each level. These other units include Museum or Library and Information Services units and units from other endorsed industry Training Packages. Each qualification sets out the required number of Museum or Library and Information Services units to be completed and the maximum number of units that may be included from other industry Training Packages

In addition to the Library and Information Services Competency Standards, relevant units of competency from other industries can be used when making up a qualification. Some of these other Standards, such as Workplace Trainers and Assessors Competency Standards, have been included in this Training Package.

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The qualifications may be customised through the incorporation of Competency Standards from other industries included in the Training Package. Standards from other industries may be incorporated into qualifications as electives, provided that:

- the Standards are packaged at the same level as the relevant Museum industry qualifications
- the proposed electives are part of an endorsed national Training Package or endorsed national Competency Standards
- the total qualification includes the minimum number of Library and Information Services industry Competency Standards specified for that level

The competencies develop incrementally from one level to the next. A person may commence study at any level or may receive recognition for their prior learning and current competencies and use these as a basis for formal study.

All qualifications should include studies in the following areas as a basis for practice:

- information and information formats
- information literacy and methods of access, including training and educating clients to access information effectively
- information agencies, outlets and networks
- work and work effectiveness in a service environment, including own performance and development
- ethical and legal obligations in providing information services

For Further Information

Ms Cassandra Parkinson
Executive Officer
CREATE Australia
Suite 1, Level 9
418a Elizabeth Street
Surry Hills NSW 2010

Ph: 02 9211 5342
Fax: 02 9211 5346
Email: 100243.1336@compuserve.com

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: MUSEUMS	
Title: Certificate II in Museum Practice (CUL20299)	
Qualification requirements = 8 Units (7 Compulsory + 1 Elective) *Electives may be chosen from the list below.*	
Compulsory Units	
CULMS201A	Apply Knowledge of the Institution
CULMS202A	Assist Clients to Access Services and Facilities
CULMS203A	Assist in Maintaining Public Areas
THTCOR03A	Follow Health, Safety and Security Procedures
CULMS204A	Manage Own Work and Learning
CULMS205A	Observe and Report Basic Condition of Collection
CULMS206A	Work with Others
Museum Elective Units	
CULMS207A	Assist with the Presentation of Public Activities and Events
CULMS208A	Maintain Appearance of Institution
CULMS209A	Provide and Sell Products and Services to Visitors
CULMS210A	Undertake General Administration Procedures

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: MUSEUMS	
Title: Certificate III in Museum Practice (CUL30299)	
Qualification requirements = 14 Units (9 Compulsory + 5 Electives) *Three Electives must come from the list below; the others may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Certificate III in Library and Information Services).*	
Compulsory Units	
CULMS201A	Apply Knowledge of the Institution
CULMS301A	Apply Knowledge of the Institution's Disaster Preparedness Plan
CULMS202A	Assist Clients to Access Services and Facilities
CULMS203A	Assist in Maintaining Public Areas
THTCOR03A	Follow Health, Safety and Security Procedures
CULMS204A	Manage Own Work and Learning
CULMS205A	Observe and Report Basic Condition of Collection
CULMS302A	Secure the Safety of an Item in an Emergency
CULMS206A	Work with Others
Museum Elective Units	
CULMS303A	Assist with Movement and Storage of Objects
CULMS304A	Establish and Maintain Security
CULMS305A	Protect the Collection
CULMS209A	Provide and Sell Products and Services to Visitors
CULMS306A	Provide Assistance with Installing and Dismantling Exhibition
THTGHS03A	Provide First Aid
CULMS307A	Transport Objects to New Locations
CULMS210A	Undertake General Administration Procedures

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: MUSEUMS	
Title: Certificate IV in Museum Practice (CUL40299)	
Qualification requirements = 16 Units (6 Compulsory + 10 Electives) *Eight Electives must come from the list below; the others may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Certificate IV in Library and Information Services).*	
Compulsory Units	
CULMS301A	Apply Knowledge of the Institution's Disaster Preparedness Plan
CULMS401A	Apply Legislative and Cultural Protocols to the Institution
CULMS402A	Maintain a Safe and Secure Environment
BSXFMI401AX	Manage Personal Work Priorities and Professional Development
BSXFMI404AX	Participate in, Lead and/or Facilitate Work Teams
CULMS305A	Protect the Collection
Museum Elective Units	
CULMS403A	Assist with Institution's Marketing
CULMS404A	Contribute to the Preservation of Objects
CULMS405A	Coordinate the Production of Brochures and Marketing Materials
CULMS406A	Deliver Information, Activities and Events
CULMS407A	Install and Dismantle Exhibition
CULMS408A	Maintain the Condition and Security of the Institution
CULMS409A	Plan and Carry out Movement and Storage of Objects
THTGHS03A	Provide First Aid
CULMS410A	Provide Research Assistance
CULMS411A	Provide Technical Support for the Accommodation of Objects
CULMS412A	Record and Maintain Information about Collection
CULMS413A	Use Information Technology

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: MUSEUMS

Title: Diploma of Museum Practice (CUL50299)

Qualification requirements = 20 Units (7 Compulsory + 13 Electives)
Eleven Electives must come from the list below; the others may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Diploma of Library and Information Services).

Compulsory Units	
CULMS401A	Apply Legislative and Cultural Protocols to the Institution
BSXFMI503AX	Establish and Manage Effective Workplace Relationships.
CULMS402A	Maintain a Safe and Secure Environment
BSXFMI501AX	Manage Personal Work Priorities and Professional Development
BSXFMI507AX	Manage Quality Customer Service
BSXFMI504AX	Participate in, Lead and/or Facilitate Work Teams
CULMS305A	Protect the Collection

Museum Elective Units	
CULMS501A	Apply Basic Preservation Techniques
CULMS502A	Arrange to Acquire or Dispose of Objects
CULMS503A	Assist in Developing Budgets
CULMS504A	Coordinate Installation and Dismantling of Small Exhibitions
CULMS505A	Document Objects
BSXFMI505AX	Manage Operations to Achieve Planned Outcomes
BSXFMI506AX	Manage Workplace Information
CULMS409A	Plan and Carry out Movement and Storage of Objects
CULMS506A	Plan, Develop and Deliver Activities, Events and Programs
CULMS410A	Provide Research Assistance
CULMS507A	Promote the Institution
THTGHS03AA	Provide First Aid
CULMS508A	Provide Information Technology Support
CULMS509A	Undertake Market Research
CULMS510A	Undertake Marketing Activities
CULMS413A	Use Information Technology

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SECTION B: LIBRARIES AND MUSEUMS TRAINING PACKAGE: MUSEUMS	
Title: Advanced Diploma of Museum Practice (CUL60299)	
Qualification requirements = 23 Units (6 Compulsory Units + 17 Electives *Fifteen Electives must come from the list below; the others may come from another endorsed industry Training Package or endorsed national Competency Standards at the same level (such as the Advanced Diploma of Library and Information Services).*	
Compulsory Units	
CULMS401A	Apply Legislative and Cultural Protocols to the Institution
CULMS402A	Maintain a Safe and Secure Environment
BSXFM501AX	Manage Personal Work Priorities and Professional Development
BSXFMI507AX	Manage Quality Customer Service
CULMS305A	Protect the Collection
CULMS413A	Use Information Technology
Museum Elective Units	
CULMS601A	Assist the Conservator in Conserving the Collection
BSXFMI511AX	Contribute to the Development of a Workplace Learning Environment
CULMS602A	Contribute to the Planning and Acquisition of Computer Systems
CULMS603A	Coordinate Exhibitions and/or Public Programs
CULMS604A	Coordinate the Acquisition and Disposal of Objects
CULMS605A	Coordinate the Movement and Storage of Objects and the Maintenance of Information Records
CULMS606A	Develop a Budget
CULMS607A	Develop Small Exhibitions
CULMS608A	Develop, Implement and Evaluate Plans
CULMS609A	Develop Policies and Strategies
CULMS505A	Document Objects
CULMS610A	Identify and Describe Objects
CULMS611A	Lend and Borrow Objects
CULMS612A	Manage a Budget
BSXFMI505AX	Manage Operations to Achieve Planned Outcomes
CULMS613A	Manage Volunteer Services
BSXFMI506AX	Manage Workplace Information
CULMS614A	Promote the Institution
BSXFMI502AX	Provide Leadership in the Workplace
CULMS615A	Pursue and Develop Sponsorship Opportunities
CULMS616A	Recruit and Select Volunteers and Paid Staff
CULMS617A	Undertake Research
CULMS509A	Undertake Marketing Activities

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BCC98

BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE

CIVIL CONSTRUCTION STREAM

Qualifications Framework

INTRODUCTION TO BUILDING AND CONSTRUCTION INDUSTRY (CIVIL CONSTRUCTION) QUALIFICATIONS

There are five qualifications covering AQF levels 1 to 3 drawn from this Training Package that have been adopted within the Local Government Qualifications Framework. These are:

BCC10198	Certificate I in Construction
BCC20198	Certificate II in Civil Construction
BCC30198	Certificate III in Civil Construction (Plant)
BCC30298	Certificate III in Civil Construction (Road Construction and Maintenance)
BCC30598	Certificate III in Civil Construction (Foundation Work – Anchors/Piling)

Four other Qualifications at the Certificate III level covering Tunnel Construction, Bridge/Marine Construction, Railway Construction and Pipelaying have not been included in the Framework.

Certificate I was developed mainly to assist transition from schools to VET. Certificate I is common across to Certificate II and all Certificate III qualifications.

Certificate II is common for all Certificate III qualifications. However, the mix of core and elective competencies may vary according to the occupational outcome at Certificate III.

Although most of the Certificate III qualifications listed above are straightforward, there are some qualifications such as Certificate III in Plant and Foundation Work which have more than one pathway within one qualification.

Road Marking

After the Training Package was completed, enterprises involved in the road marking industry made representation to Construction Training Australia (CTA) through the Road Marking Association of Australia to include a Certificate III qualification in Road Marking in the Civil Construction Training Package.

CTA is currently engaged in developing necessary Competency Standards to be packaged under the proposed qualification. When the work is completed CTA will introduce another qualification titled Certificate III in Civil Construction (Road Marking) within the Civil Construction Training Package.

Packaging Arrangements

The building and construction industry has decided to include core, elective and optional Competency Standards in packaging standards into qualifications aligned to the AQF. The industry has decided to have a substantial core in each qualification to ensure the all-important portability of skills.

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CTA, on behalf of the building and construction industry, is confident that this approach will provide national consistency and the portability required by the industry, whilst providing the flexibility required by enterprises, apprentices and licensing authorities.

This approach will also maximise the potential for choice through electives within the boundaries agreed for each qualification for competent performance.

The core competencies must be achieved to obtain the qualification. Electives provide flexibility. Electives can be chosen from other industry Training Packages subject to the Customisation Guidelines. Optional competencies represent cross-industry competencies such as administration.

Customisation Guidelines

In general, opportunity for customisation has been provided through core and elective Competency Standards included in each qualification. The core units of competency will provide national consistency of qualifications whilst the elective units of competency will provide the flexibility required by different enterprises and/or apprentices.

Users of the Civil Construction Package can incorporate additional units of competency from other Training Packages as electives. However, all users of the Civil Construction Package should complete the entire core and the minimum number of electives as stipulated in one qualification package before drawing additional units of competency from another qualification package.

For Further Information

Mr Ray Hutt
Chief Executive Officer
Construction Training Australia
PO Box 860
Hawthorn VIC 3122

Ph: 03 9819 9677
Fax: 03 9819 9681
Email: cta@c031.aone.net.au

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: CIVIL CONSTRUCTION	
Title: Certificate I in Construction (BCC10198)	
Qualification requirements = 9 Compulsory Units	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1004A	Carry out Measurements and Calculations
BCC1005A	Use Hand and Power Tools
BCC1006A	Use Small Plant and Equipment
BCG1008A	Use Simple Levelling Devices
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCC2000A	Read and Interpret Plans

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: CIVIL CONSTRUCTION	
Title: Certificate II in Civil Construction (BCC20198)	
Qualification requirements = 21 Units (18 Compulsory + 3 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCC1003A	Site Drainage/Dewatering
BCG1004A	Carry out Measurements and Calculations
BCC1005A	Use Hand and Power Tools
BCC1006A	Use Small Plant and Equipment
BCG1008A	Use Simple Levelling Devices
BCC1009A	Carry Manual Excavation
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCC1012A	Spread and Compact Materials Manually
BCC1013A	Monitor Machine Operations
BCC1014A	Control Construction Traffic
BCC2000A	Read and Interpret Plans
BCG2003A	Assist with Excavation and Support Installation
BCC2005A	Repair Pavements
BCC2009A	Carry out Concrete Work
Elective Units	
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCC2001A	Carry out Basic Site Survey
BCG2002A	Oxy/LPG Acetylene Cutting
BCC2004A	Lay Pipes
BCC2006A	Erect/Dismantle Fencing and Gates
BCC2007A	Operate Elevating Work Platforms
BCG2008A	Use Explosive Power Tools

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: CIVIL CONSTRUCTION	
Title: Certificate III in Civil Construction (Plant) (BCC30198)	
Qualification requirements = 24 Units (18 Compulsory + 3 Electives from the 1000 and 2000 series + 1 Elective from Group A + 2 Electives from Group B)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCC1003A	Site Drainage/Dewatering
BCG1004A	Carry out Measurements and Calculations
BCC1005A	Use Hand and Power Tools
BCC1006A	Use Small Plant and Equipment
BCG1008A	Use Simple Levelling Devices
BCC1009A	Carry Manual Excavation
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCC1012A	Spread and Compact Materials Manually
BCC1013A	Monitor Machine Operations
BCC1014A	Control Construction Traffic
BCC2000A	Read and Interpret Plans
BCG2003A	Assist with Excavation and Support Installation
BCC2005A	Repair Pavements
BCC2009A	Carry out Concrete Work
Elective Units from the 1000 and 2000 series	
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCC2001A	Carry out Basic Site Survey
BCG2002A	Oxy/LPG Acetylene Cutting
BCC2004A	Lay Pipes
BCC2006A	Erect/Dismantle Fencing and Gates
BCC2007A	Operate Elevating Work Platforms
BCG2008A	Use Explosive Power Tools
Elective Units from Group A	
BCC3002A	Conduct Backhoe/Loader Operations
BCC3003A	Conduct Dozer Operations
BCC3004A	Conduct Excavator Operations
BCC3005A	Conduct Front End Loader Operations
BCC3006A	Conduct Grader Operations
BCC3007A	Conduct Scraper Operations
BCC3008A	Conduct Skid Steer Loader Operations
BCC3014A	Conduct Pipe Layer Operations
BCC3015A	Conduct Recycler Operations

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Elective Units from Group B	
BCC3000A	Conduct Tractor Operations
BCC3001A	Conduct Tip Truck Operations
BCC3009A	Conduct Roller Operations
BCC3010A	Conduct Water Cart Operations
BCC3011A	Conduct Continuous Bucket Trencher Operations
BCC3012A	Conduct Dump Truck Operations
BCC3013A	Conduct Forklift Operations
BCC3016A	Conduct Soil and Landfill Compactor Operations
BCC3017A	Conduct Telescopic Materials Handler Operations
BCC3018A	Conduct Materials Spreader Operations
BCC3019A	Conduct Profile Planer Operations

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: CIVIL CONSTRUCTION	
Title: Certificate III in Civil Construction (Road Construction and Maintenance) (BCC30298)	
Qualification requirements = 29 Units (23 Compulsory + 3 Electives from the 1000 and 2000 series + 3 Electives from the 3000 series)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCC1003A	Site Drainage/Dewatering
BCG1004A	Carry out Measurements and Calculations
BCC1005A	Use Hand and Power Tools
BCC1006A	Use Small Plant and Equipment
BCG1008A	Use Simple Levelling Devices
BCC1009A	Carry Manual Excavation
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCC1012A	Spread and Compact Materials Manually
BCC1013A	Monitor Machine Operations
BCC1014A	Control Construction Traffic
BCC2000A	Read and Interpret Plans
BCG2003A	Assist with Excavation and Support Installation
BCC2004A	Lay Pipes
BCC2005A	Repair Pavements
BCC2009A	Carry out Concrete Work
BCC3028A	Control Traffic
BCC3030A	Install Drainage and Pipeline Systems
BCC3032A	Prepare Road Sub-grade
BCC3036A	Spread and Compact Granular Materials
Elective Units from the 1000 and 2000 series	
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCC2001A	Carry out Basic Site Survey
BCG2002A	Oxy/LPG Acetylene Cutting
BCC2006A	Erect/Dismantle Fencing and Gates
BCC2007A	Operate Elevating Work Platforms
BCG2008A	Use Explosive Power Tools
Elective Units from the 3000 series	
BCC3031A	Maintain Drainage Systems
BCC3034A	Apply Bitumen Seal
BCC3035A	Lay Asphalt
BCC3037A	Place Kerb, Channel, Median and Barrier Strips
BCC3038A	Lay Segmental/Unit Paving
BCC3039A	Apply Road Markings
BCC3040A	Install and Maintain Signage and Roadside Fixtures
BCC3041A	Maintain Sealed Roads

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: CIVIL CONSTRUCTION	
Title: Certificate III in Civil Construction (Foundation Work – Piling/Anchors) (BCC30598)	
Qualification requirements = 26 Units (20 Compulsory + 3 Electives from the 1000 and 2000 series + 3 Electives from the 3000 series)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCC1003A	Site Drainage/Dewatering
BCG1004A	Carry out Measurements and Calculations
BCC1005A	Use Hand and Power Tools
BCC1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCC1009A	Carry Manual Excavation
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCC1012A	Spread and Compact Materials Manually
BCC1013A	Monitor Machine Operations
BCC1014A	Control Construction Traffic
BCC2000A	Read and Interpret Plans
BCG2003A	Assist with Excavation and Support Installation
BCC2005A	Repair Pavements
BCC2009A	Carry out Concrete Work
BCC3025A	De-water Site (Sump and Permanent De-watering Systems
BCC3027A	Carry out Earthworks
Elective Units from the 1000 and 2000 series	
BCC2001A	Carry out Basic Site Survey
BCG2002A	Oxy/LPG Acetylene Cutting
BCC2004A	Lay Pipes
BCC2007A	Operate Elevating Work Platforms
BCG2008A	Use Explosive Power Tools
BCC2006A	Erect/Dismantle Fencing and Gates
Elective Units from the 3000 series	
BCC3023A	Construct Underpinning
BCC3023A	Install Temporary and Permanent Rock Anchors
BCC3026A	Carry out Excavations
BCC3029A	Construct Shoring
BCC3045A	Install Piling (Driven Piles)
BCC3047A	Install Piling (Driven-cast in Piles)
BCC3048A	Install Piling (Groutcrete Piles)
BCC3046A	Install Piling (Compressed Piles)
BCC3049A	Install Piling (Bored-cast in Place Piles)

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BCG98

BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE

GENERAL CONSTRUCTION STREAM

Qualifications Framework

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INTRODUCTION TO BUILDING AND CONSTRUCTION INDUSTRY (GENERAL CONSTRUCTION) QUALIFICATIONS

There are fourteen qualifications covering AQF levels 1 to 3 within the Local Government Qualifications Framework drawn from this Training Package. These are:

BCG10198	Certificate I in General Construction
BCG20198	Certificate II in General Construction
BCG31398	Certificate III in General Construction
BCG30198	Certificate III in General Construction (Wall and Floor Tiling)
BCG30298	Certificate III in General Construction (Wall and Ceiling Lining)
BCG30398	Certificate III in General Construction (Solid Plastering))
BCG30498	Certificate III in General Construction (Painting and Decorating)
BCG30598	Certificate III in General Construction (Structural Cladding)
BCG30698	Certificate III in General Construction (Bricklaying/Blocklaying)
BCG30798	Certificate III in General Construction (Carpentry – Framework Formwork/Finishing)
BCG30898	Certificate III in General Construction (Roof Tiling)
BCG30998	Certificate III in General Construction (Materials Handling)
BCG31098	Certificate III in General Construction (Demolition)
BCG31298	Certificate III in General Construction (Concreting/Steelfixing)

Certificate I was developed mainly to assist transition from schools to VET. Certificate I is common across to Certificate II and all Certificate III qualifications.

Certificate II is common for all Certificate III qualifications. However, the mix of core and elective competencies may vary according to the occupational outcome at Certificate III.

Although most of the Certificate III qualification listed above are straightforward, there are some qualifications such as Certificate III in Carpentry/Bricklaying/Blocklaying and Concreting/Steelfixing which have more than one pathway within one qualification.

Licensing Arrangements

There is no uniform licensing system in operation in the occupations covered by the qualifications included in the Building and Construction Industry (General Construction) Training Package in all States and Territories. Individual States and Territories, where there are licensing arrangements, have their own systems which are not duplicated elsewhere. For example, in NSW there are more than 300 trade and sub-trade licensing categories whereas in Queensland there are more than 80 trade and sub-trade licensing arrangements.

In view of the diversity of licensing arrangements across States and Territories, it is not possible to have a national qualification arrangement that would mirror the licensing categories in all States and Territories, where such licensing systems exist.

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Packaging Arrangements

The building and construction industry has decided to include core, elective and optional Competency Standards in packaging standards into qualifications aligned to the AQF. The industry has decided to have a substantial core in each qualification to ensure the all-important portability of skills.

Construction Training Australia, on behalf of the building and construction industry, is confident that this approach will provide national consistency and the portability required by the industry, whilst providing the flexibility required by enterprises, apprentices and licensing authorities.

This approach will also maximise the potential for choice through electives within the boundaries agreed for each qualification for competent performance.

The core competencies must be achieved to obtain the qualification. Electives provide flexibility. Electives can be chosen from other industry Training Packages subject to the Customisation Guidelines. Optional competencies represent cross-industry competencies such as administration.

Customisation Guidelines

In general, the opportunity for customisation has been provided through core and elective Competency Standards included in each qualification. The core units of competency will provide national consistency of qualifications whilst the elective units of competency will provide the flexibility required by different enterprises and/or apprentices.

Users of the General Construction Package can incorporate additional units of competency from other Training Packages as electives. However, all users of the General Construction Package should complete the entire core and the minimum number of electives as stipulated in one qualification package before drawing additional units of competency from another qualification package.

For Further Information

Mr Ray Hutt
Chief Executive Officer
Construction Training Australia
PO Box 860
Hawthorn VIC 3122

Ph: 03 9819 9677
Fax: 03 9819 9681
Email: cta@c031.aone.net.au

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate I in Construction (BCG10198)	
Qualification requirements = 9 Compulsory Units	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1008A	Use Simple Levelling Devices
BCG1011A	Handle Construction Materials and Safe Disposal of Waste

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION

Title: Certificate II in General Construction (BCG20198)

Qualification requirements = 19 Units (16 Compulsory + 3 Electives)

Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCC1005A	Use Hand and Power Tools
BCC1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1009A	Carry Excavation and Install Support
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
Elective Units	
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1012A	Prepare for Construction Process (Wall and Floor Tiling)
BCG1013A	Prepare for Construction Process (Solid Plastering)
BCG1014A	Prepare for Construction Process (Dry Wall Plastering)
BCG1015A	Prepare for Construction Process (Brick/Blocklaying)
BCG1016A	Prepare for Construction Process (Carpentry)
BCG1017A	Prepare for Construction Process (Demolition)
BCG1018A	Prepare for Construction Process (Steelwork)
BCG1019A	Prepare for Construction Process (Painting and Decorating)
BCG2000A	Assemble Simple Partition Frames
BCG2002A	Oxy/LPG Acetylene Cutting
BCG2005A	Erect and Strip Formwork for Concrete Work
BCG2006A	Carry out Steel Fixing
BCG2008A	Use Explosive Power Tools
BCG2009A	Carry out Concrete Work
BCG2010A	Remove/Replace Door and Window Furniture
BCG2011A	Use Static Machine
BCG2012A	Make Set Outs

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (BCG31398)	
Qualification requirements = 25 Units (22 Compulsory + 3 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCC1005A	Use Hand and Power Tools
BCC1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1009A	Carry Excavation and Install Support
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG2008A	Use Explosive Power Tools
BCG2009A	Carry out Concrete Work
BCG3011A	Carry out Basic Setting Out
BCG3041A	Undertake Dogging
BCG3043A	Operate Hoist
BCG3013A	Conduct Forklift Operations
Elective Units	
BCG3009A	Construct and Install Non-Load Bearing Internal Partition Wall
BCG3021A	Install Door Frames
BCG3042A	Undertake Rigging
BCG3057A	Finish Concrete
BCG3058A	Transport Concrete
BCG3059A	Plane Concrete
BCG3060A	Cure Concrete
BCG3061A	Apply Reinforcement Schedule
BCG3064A	Weld Using Manual Metal Arch Welding Process (MMAW)
BCG3118A	Erect and Dismantle Scaffolding - Basic
BCG3071A	Assemble Fabricated Components

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Wall and Floor Tiling) (BCG30198)	
Qualification requirements = 22 Units (20 Compulsory + 2 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1012A	Prepare for Construction Process (Wall and Floor Tiling)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG3077A	Lay and Repair Wall and Floor Tiling
BCG3078A	Tile Corners
BCG3079A	Tile Curved Surfaces
BCG3121A	Apply Waterproofing for Wall and Floor Tiling
Elective Units	
BCG3080A	Carry out Decorative Mosaic Tiling
BCG3082A	Tile Pools and Spas
BCG3116A	Lay and Repair Marble and Floor Tiling

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Wall and Ceiling Lining) (BCG30298)	
Qualification requirements = 23 Units (21 Compulsory + 2 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1014A	Prepare for Construction Process (Dry Wall Plastering)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG2000A	Assemble Simple Partition Frames
BCG3084A	Install Framed Ceilings (Sheets and Boards)
BCG3085A	Install Plasterboard, Plasterglass, Fibre Cement/Cornice to Wall/Ceiling
BCG3087A	Carry out Fire Rated Wall and Ceiling Construction
BCG3009A	Construct and Install Non-Load Bearing Internal Partition Wall
BCG3088A	Install Suspended Ceilings (Tiles, Panels and Strips)
Elective Units	
BCG3086A	Install Pre-Cast Decorative Mouldings
BCG3089A	Install Cast Plaster Blockwork
BCG3090A	Install Acoustic Thermal Insulation
BCG3027A	Apply/Install Waterproofing/Damproofing

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Solid Plastering) (BCG30398)	
Qualification requirements = 21 Units (19 Compulsory + 2 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1013A	Prepare for Construction Process (Solid Plastering)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG3091A	Apply Float and Set Coats for Hard Plaster - Flat Surfaces
BCG3092A	Apply Solid Render
BCG3093A	Restore and Renovate Solid Plasterwork
Elective Units	
BCG3086A	Install Pre-Cast Decorative Mouldings
BCG3089A	Install Cast Plaster Blockwork
BCG3094A	Construct Plaster Mouldings
BCG3095A	Carry out Conite Construction

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Painting and Decorating) (BCG30498)	
Qualification requirements = 21 Units (19 Compulsory + 2 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG2001A	Prepare Surfaces
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG2010A	Remove/Replace Door and Window Furniture
BCG3096A	Apply Paint by Brush/Roller
BCG3101A	Hang Wall Paper
BCG3097A	Match Specified Paint Colour
BCG3098A	Apply Clear Timber Finish
BCG3045A	Apply Paint by Spray
BCG3044A	Apply Decorative Finishes
BCG3046A	Apply Texture Coatings
BCG3100A	Prepare Surfaces for Painting and Decorating
Elective Units	
BCG3092A	Apply Solid Render
BCG3103A	Apply Industrial Protective Coatings
BCG3030A	Replace Glass

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Structural Cladding) (BCG30598)	
Qualification requirements = 22 Units (20 Compulsory + 2 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1016A	Prepare for Construction Work (Carpentry)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG2008A	Use Explosive Power Tools
BCG3023A	Install Exterior Cladding
BCG3081A	Apply/Install Waterproofing and Damproofing
BCG3104A	Install Curtain Walling
BCG3105A	Install Aluminium Framework - Glazed/Panelled
Elective Units	
BCG3102A	Install Glazing
BCG3010A	Install Windows to Wall Framing
BCG3106A	Erect Pre-Cast Cladding

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Bricklaying/Blocklaying) (BCG30698)	
Qualification requirements = 29 Units (27 Compulsory + 2 Electives)	
Compulsory Units	
BGC1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1010A	Carry out Concrete Work to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1015A	Prepare for Construction Work (Brick/Blocklaying)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG2008A	Use Explosive Power Tools
BCG3011A	Carry out Basic Setting Out
BCG3021A	Install Door Frames
BCG3107A	Carry out Veneer Construction
BCG3108A	Carry out Solid Brick Construction
BCG3109A	Construct Masonry Steps and Stairs
BCG3110A	Lay Bricks and Blocks (Wall and Corner)
BCG3111A	Lay Multi Thickness Wall and Piers
BCG3112A	Construct Masonry Arch - Semi Circular and Segmental
BCG3113A	Construct Curved Wall
BCG3114A	Construct Masonry Blockwork
Elective Units	
BCG3048A	Install Glass Blockwork
BCG3115A	Lay Segmental/Unit Paving
BCG3067A	Construct Corbels and Decorative Brickwork
BCG3068A	Construct Battered Masonry Surfaces
BCG3069A	Construct Fire Places and Chimneys

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Carpentry – Framework Formwork/Finishing) (BCG30798)	
Qualification requirements = 38 Units (36 Compulsory + 2 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1009A	Carry out Excavation and Install Support
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1016A	Prepare for Construction Process (Carpentry)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG2005 A	Erect and Strip Formwork for Concrete Work
BCG2008A	Use Explosive Power Tools
BCG2010A	Remove/Replace Door and Window Furniture
BCG3009A	Construct and Install Non-Load Bearing Internal Partition Wall
BCG3010A	Install Windows to Wall Framing
BCG3011A	Carry out Basic Setting Out
BCG3012A	Construct and Erect Timber Wall Framing
BCG3014A	Erect Timber Pitched Roof Framing
BCG3016A	Install Sub Floor Framing
BCG3017A	Install Timber and Sheet Flooring
BCG3021A	Install Door Frames
BCG3022A	Finish Eaves
BCG3023A	Install Exterior Cladding
BCG3024A	Construct Timber External Stairs
BCG3025A	Install External or Internal Doors
BCG3027A	Construct Wet Area Construction/Installation
BCG3028A	Fix Linings and Panelling
BCG3029A	Fix Timber Mouldings
BCG3031A	Erect Door Jamb/Frame (Build In Unit)
Elective Units	
BCG3047A	Erect Ceiling Framing (Pitched Roof)
BCG3015A	Erect Timber Roof Trusses
BCG3018A	Erect Steel Roof Trusses
BCG3019A	Construct and Erect Steel Wall Framing
BCG3020A	Construct Timber Roof Structures – Irregular Roofs

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BCG3026A	Install Fitments
BCG3032A	Fix Timber Raking Moulds
BCG3033A	Restore/Renovate Windows and Frames
BCG3034A	Erect/Dismantle Formwork
BCG3035A	Erect/Dismantle Jump Form Formwork
BCG3122A	Erect/Dismantle Slip Form Formwork

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Roof Tiling) (BCG30898)	
Qualification requirements = 19 Units (17 Compulsory + 2 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1016A	Prepare for Construction Process (Carpentry)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG3036A	Tile a Regular Roof
BCG3037A	Tile an Irregular Roof
BCG3039A	Repair and Restore Tile Roofs
Elective Units	
BCG3038A	Slate a Roof
BCG3040A	Carry out Restoration of Heritage Roof Tiling
BCG3118A	Erect and Dismantle Scaffolding – Basic
BCG3117A	Fix Shingles – Roofs and Facades

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Materials Handling) (BCG30998)	
Qualification requirements = 19 Units (17 Compulsory + 2 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG2002A	Oxy/LPG Acetylene Cutting
BCG2008A	Using Explosive Power Tools
BCG3041A	Undertake Dogging
BCG3043A	Operate Hoist
BCC3013A	Conduct Forklift Operations
Elective Units	
BCG3042A	Undertake Rigging
BCG3118A	Erect and Dismantle Scaffolding - Basic
BCC3028A	Control Traffic

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Demolition) (BCG31098)	
Qualification requirements = 21 Units (18 Compulsory + 3 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1017A	Prepare for Construction Process (Demolition)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG3002A	Carry out General Demolition (Manual/Mechanical)
BCG3003A	Operate Demolition Plant and Equipment
BCG3001A	Encapsulate and Remove Asbestos
Elective Units	
BCG3005A	Remove Contaminants - Belt Picker
BCG3006A	Operate Loader
BCG3007A	Dispatch Crushings
BCG3004A	Operate Crushing Plant
BCG3121A	Operate Pulveriser
BCG3042A	Undertake Rigging
BCC3008A	Conduct Skid Steer Loader Operations

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SECTION B: BUILDING AND CONSTRUCTION INDUSTRY TRAINING PACKAGE: GENERAL CONSTRUCTION	
Title: Certificate III in General Construction (Concreting/Steelfixing) (BCG31298)	
Qualification requirements = 28 Units (25 Compulsory + 3 Electives)	
Compulsory Units	
BCG1000A	Carry out Interactive Workplace Communication
BCG1001A	Carry out OHS Requirements
BCG1002A	Plan and Organise Work
BCG1003A	Read and Interpret Plans
BCG1004A	Carry out Measurements and Calculations
BCG1005A	Use Hand and Power Tools
BCG1006A	Use Small Plant and Equipment
BCG1007A	Erect and Dismantle Restricted Height Scaffolding
BCG1008A	Use Simple Levelling Devices
BCG1009A	Carry out Excavation and Install Support
BCG1010A	Carry out Concreting to Simple Forms
BCG1011A	Handle Construction Materials and Safe Disposal of Waste
BCG1018A	Prepare for Construction Process (Steelwork)
BCG2001A	Prepare Surfaces
BCG2003A	Carry out General Demolition
BCG2004A	Carry out Levelling
BCG2007A	Operate Elevated Work Platforms (EWP)
BCG2005A	Erect and Strip Formwork for Concrete Work
BCG2006A	Carry out Steel Fixing
BCG2009A	Carry out Concrete Work
BCG3057A	Finish Concrete
BCG3058A	Transport Concrete
BCG3059A	Place Concrete
BCG3060A	Cure Concrete
BCG3064A	Weld Using Manual Metal Arch Welding Process (MMAW)
Elective Units	
BCG3061A	Apply Reinforcement Schedule
BCG3034A	Erect/Dismantle Formwork
BCG3062A	Carry out Special Finishes to Concrete
BCG3063A	Carry out Tilt Slab Construction
BCG3065A	Carry out Monostrand Post Tensioning
BCG3066A	Carry out Stress Bar Post Tensioning

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THT98

TOURISM
TRAINING PACKAGE

Qualifications Framework

INTRODUCTION TO TOURISM QUALIFICATIONS

There are five qualifications covering AQF levels 2 to 6 drawn from the Tourism Training Package that have been adopted within the Local Government Qualifications Framework. There is a range of other qualifications within this Training Package that have not been included because they are not relevant to Local Government work.

THT20198	Certificate II in Tourism (Sales/Office Operations)
THT30698	Certificate III in Tourism (Visitor Information Services)
THT50198	Diploma of Tourism (Marketing and Product Development)
THT50398	Diploma of Tourism (Operations Management)
THT60198	Advanced Diploma of Tourism Management

Packaging Arrangements

Each qualification includes both core and elective units. Specification of core units for each qualification ensures integrity. Choice from a wide range of elective units provides flexibility.

In essence the approach taken to the national tourism qualifications is that it:

- looks at key industry functions rather than specific industry sectors
- reflects groupings of skills that are transferable across sectors e.g. retail, wholesale and information services require similar sets of skills
- allows for the multi-skilling which is required in the tourism industry
- recognises commonalties of skills across industry sectors
- reflects the movement of people across tourism sectors and the huge variety of chosen career paths
- allows for flexible training options which will enable enterprises to select combinations of units to meet their needs whilst not impeding training providers from designing training specific to one sector

The framework shows the minimum combinations of units to achieve the stated qualification in tourism. No packaging is limited to the minimum units described. Additional units of competence, over and above the minimum units described, may be added to meet local industry or enterprise needs.

Any additional units chosen from any functional area must be relevant to the occupational outcome sought and should be appropriate to the level of the AQF qualification.

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For Further Information

Mr Bill Galvin OAM
Chief Executive
Tourism Training Australia
PO Box Q309 QVB Post Shop
Sydney NSW 1230

Ph: 02 9290 1055
Fax: 02 9290 1001
Email: tta@ozemail.com.au

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SECTION B: TOURISM TRAINING PACKAGE	
Title: Certificate II in Tourism (Sales/Office Operations) (THT20198)	
Qualification requirements = 11 Units (9 Compulsory + 2 Electives) *Electives may be chosen from the Elective categories below.*	
Tourism/Hospitality Common Core Competencies	
THHCOR01A	Work with Colleagues and Customers
THHCOR02A	Work in a Socially Diverse Environment
THHCOR03A	Follow Health, Safety and Security Procedures
Tourism Core	
THTTCO01A	Develop and Update Tourism Industry Knowledge
THHGGA01A	Communicate on the Telephone
THHGGA02A	Perform Clerical Procedures
THHGCT01A	Access and Retrieve Computer Data
THHGCT02A	Produce Documents on Computer
THHGFA01A	Process Financial Transactions
Electives from other sectors	
Sales/Office Operations	
THTSOP01A	Operate an Automated Information System
THTSOP02A	Source and Provide Destination Information and Advice
THTSOP03A	Access and Interpret Product Information
THTSOP05A	Prepare Quotations
THTSOP06A	Receive and Process Reservations
THTSOP07A	Book and Coordinate Supplier Services
THTSOP09A	Process Non-Air Documentation
THTSOP14A	Administer Billing and Settlement Plan
THTSOP15A	Process and Monitor Meeting/Event Registrations
Field/On Site Operations (Meetings)	
THTFME01A	Coordinate Guest/Delegate Registration at Venue
Front Office (from Hospitality Training Package)	
THHBFO02/03A	Provide Accommodation Reception Services
General Administration	
THHGGA03A	Source and Present Information
THHGGA06A	Receive and Store Stock
Financial Administration	
THHGFA02A	Maintain Financial Records
Merchandise Sales	
WRRS.1A	Sell Merchandise
WRRS.2A	Advise on Products and Services
WRRCS.2A	Apply Point of Sale Handling Procedures
WRRLP.2A	Minimise Theft
Customer Service	
THHGCS01A	Develop and Update Local Knowledge
THHGCS03A	Deal with Conflict Situations

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SECTION B: TOURISM TRAINING PACKAGE	
Title: Certificate III in Tourism (Visitor Information Services) (THT20198)	
Qualification requirements = 17 Units (13 Compulsory + 4 Electives) *Electives may be chosen from the Elective categories below.*	
Tourism/Hospitality Common Core Competencies	
THHCOR01A	Work with Colleagues and Customers
THHCOR02A	Work in a Socially Diverse Environment
THHCOR03A	Follow Health, Safety and Security Procedures
Tourism Core	
THTCO01A	Develop and Update Tourism Industry Knowledge
THHGGA01A	Communicate on the Telephone
THHGGA02A	Perform Clerical Procedures
THHGCT01A	Access and Retrieve Computer Data
THHGCT02A	Produce Documents on Computer
THHGFA01A	Process Financial Transactions
THHGCS03A	Deal with Conflict Situation
THTSOP02A	Source and Provide Destination Information and Advice
THTSOP03A	Access and Interpret Product Information
THTSOP04A	Sell Tourism Products and Services
Electives from other sectors	
Sales/Office Operations	
THTSOP01A	Operate an Automated Information System
THTSOP05A	Prepare Quotations
THTSOP06A	Receive and Process Reservations
THTSOP07A	Book and Coordinate Supplier Services
THTSOP09A	Process Non-Air Documentation
THTSOP16A	Maintain a Product Inventory
Planning and Product Development	
THTPPD02A	Research Tourism Data
THTPPD03A	Source and Package Tourism Products and Services
THTPPD12A	Develop Host Community Awareness of Tourism
Sales and Marketing	
THHGCS04A	Make Presentation
THHGCS06A	Plan and Implement Sales Activities
THHGCS07A	Coordinate Marketing Activities
THHGCS08A	Establish and Conduct Business Relationships
THTSMA01A	Coordinate the Production of Brochures and Marketing Materials
THTSMA02A	Create a Promotional Display/Stand

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Merchandise Sales	
WRRS.1A	Sell Merchandise
WRRS.2A	Advise on Products and Services
WRRCS.2A	Apply Point of Sale Handling Procedures
WRRLP.2A	Minimise Theft
WRRM.1A	Merchandise Products
General Administration	
THHGGA04A	Prepare Business Documents
THHGGA06A	Receive and Store Stock
THHGGA07A	Control and Order Stock
Financial Administration	
THHGFA02A	Maintain Financial Records
THHGFA03A	Audit Financial Procedures
THHGFA04A	Prepare Financial Statements
Computer Technology	
THHGCT03A	Design and Develop Computer Documents, Reports and Worksheets
Training	
THHGTR01A	Coach Others in Job Skills

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SECTION B: TOURISM TRAINING PACKAGE

Title: Diploma of Tourism (Marketing and Product Development) (THT50198)

Qualification requirements = 31 Units (29 Compulsory + 2 Electives)
Electives may be chosen from the Elective categories below not previously counted towards a qualification at a lower level within this framework.

Tourism/Hospitality Common Core Competencies	
THHCOR01A	Work with Colleagues and Customers
THHCOR02A	Work in a Socially Diverse Environment
THHCOR03A	Follow Health, Safety and Security Procedures
Tourism Core	
THTCO01A	Develop and Update Tourism Industry Knowledge
THHGGA01A	Communicate on the Telephone
THHGGA02A	Perform Clerical Procedures
THHGCT01A	Access and Retrieve Computer Data
THHGCT02A	Produce Documents on Computer
THHGCS03A	Deal with Conflict Situation
THTGTR01A	Coach Others in Job Skills
THHGLE01A	Monitor Work Operations
THHGLE02A	Implement Workplace Health, Safety and Security Procedures
THHGLE08A	Lead and Manage People
THHGLE09A	Manage Workplace Diversity
THHGLE13A	Manage Finances within a Budget
THHGGA04A	Prepare Business Documents
THHGLE03A	Develop and Implement Operational Plans
THHGLE04A	Establish and Maintain a Safe and Secure Workplace
THHGLE14A	Prepare and Monitor Budgets
THHGLE20A	Develop and Maintain the Legal Knowledge Required for Business Compliance
THHGGA05A	Plan and Manage Meetings
THHGCS08A	Establish and Conduct Business Relationships
THTPPD01A	Create and Implement Strategic Product Development Initiatives
THTPPD02A	Research Tourism Data
THTPPD03A	Source and Package Tourism Products and Services
THHGCS07A	Coordinate Marketing Activities
THTSMA01A	Coordinate the Production of Brochures and Marketing Materials
THHGLE12A	Develop and Manage Marketing Strategies
THHGCS04A	Make Presentations
Electives from other sectors	
Planning and Product Development	
THTPPD04A	Plan and Implement Minimal Impact Operations
THTPPD05A	Plan and Develop Interpretative Activities
THTPPD06A	Plan and Develop Ecologically Sustainable Tourism Operations
THTPPD07A	Plan and Develop Culturally Appropriate Tourism Operations
THTPPD08A	Plan and Develop Meeting/Event Proposals and Bids

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THTPPD09A	Develop Conference Programs
THTPPD10A	Develop and Implement a Sponsorship Plan
THTPPD11A	Develop and Implement Meeting/Event Management Systems
THTPPD12A	Develop Host Community Awareness of Tourism
THTPPD13A	Assess Tourism Opportunities for Local Communities
THTPPD14A	Develop and Implement Local/Regional Tourism Plan
Leadership	
THHGLE05A	Roster Staff
THHGLE06A	Monitor Staff Performances
THHGLE07A	Recruit and Select Staff
THHGLE10A	Manage Workplace Relations
THHGLE11A	Manage Quality Customer Service
THHGLE17A	Manage and Purchase Stock
THHGLE18A	Monitor and Maintain Computer Systems
General Administration	
THHGGA08A	Plan and Establish Systems and Procedures
THHGGA09A	Manage Projects
Sales and Marketing	
THHGCS06A	Plan and Implement Sales Activities
THTSMA02A	Create a Promotional Display/Stand
Financial Administration	
THHGFA03A	Audit Financial Procedures
THHGFA04A	Prepare Financial Statements
THHGFA05A	Manage Payroll Records
Computer Technology	
THHGCT03A	Design and Develop Computer Documents, Reports and Worksheets
Training	
THHGTR02A	Train Colleagues in the Workplace
THHGTR03A	Prepare for Training
THHGTR04A	Deliver Training
THHGTR05A	Conduct Assessment
THHGTR06A	Review and Promote Training

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SECTION B: TOURISM TRAINING PACKAGE

Title: Diploma of Tourism (Operations Management) (THT50398)

Qualification requirements = 29 Units (27 Compulsory + 2 Electives)
Electives may be chosen from the Elective categories below not previously counted towards a qualification at a lower level within this framework.

Tourism/Hospitality Common Core Competencies	
THHCOR01A	Work with Colleagues and Customers
THHCOR02A	Work in a Socially Diverse Environment
THHCOR03A	Follow Health, Safety and Security Procedures
Tourism Core	
THTCO01A	Develop and Update Tourism Industry Knowledge
THHGGA01A	Communicate on the Telephone
THHGGA02A	Perform Clerical Procedures
THHGCT01A	Access and Retrieve Computer Data
THHGCT02A	Produce Documents on Computer
THHGFA01A	Process Financial Documents
THHGCS03A	Deal with Conflict Situation
THTGTR01A	Coach Others in Job Skills
THHGLE01A	Monitor Work Operations
THHGLE02A	Implement Workplace Health, Safety and Security Procedures
THHGLE08A	Lead and Manage People
THHGLE09A	Manage Workplace Diversity
THHGLE13A	Manage Finances within a Budget
THHGGA04A	Prepare Business Documents
THHGLE03A	Develop and Implement Operational Plans
THHGLE04A	Establish and Maintain a Safe and Secure Workplace
THHGLE14A	Prepare and Monitor Budgets
THHGLE20A	Develop and Maintain the Legal Knowledge Required for Business Compliance
THHGGA05A	Plan and Manage Meetings
THHGCS08A	Establish and Conduct Business Relationships
THHGLE05A	Roster Staff
THHGLE10A	Manage Workplace Relations
THHGGA08A	Plan and Establish Systems and Procedures
THHGGA09A	Manage Projects
Electives from other sectors	
Any units from Sales/Office Operations, Guiding, Attractions and Theme Parks, Tour Operations not already achieved plus:	
Leadership	
THHGLE06A	Monitor Staff Performances
THHGLE07A	Recruit and Select Staff
THHGLE11A	Manage Quality Customer Service
THHGLE12A	Develop and Manage Marketing Strategies
THHGLE17A	Manage and Purchase Stock
THHGLE18A	Monitor and Maintain Computer Systems

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Sales and Marketing	
THHGCS04A	Make Presentations
THHGCS06A	Plan and Implement Sales Activities
THTSMA01A	Coordinate Production of Brochures and Marketing Materials
THTSMA02A	Create a Promotional Display/Stand
Financial Administration	
THHGFA03A	Audit Financial Procedures
THHGFA04A	Prepare Financial Statements
THHGFA05A	Manage Payroll Records
Computer Technology	
THHGCT03A	Design and Develop Computer Documents, Reports and Worksheets
Planning and Product Development	
THTPPD01A	Create and Implement Strategic Product Development Initiatives
THTPPD02A	Research Tourism Data
THTPPD03A	Source and Package Tourism Products and Services
THTPPD04A	Plan and Implement Minimal Impact Operations
THTPPD05A	Plan and Develop Interpretative Activities
THTPPD06A	Plan and Develop Ecologically Sustainable Tourism Operations
THTPPD07A	Plan and Develop Culturally Appropriate Tourism Operations
THTPPD08A	Plan and Develop Meeting/Event Proposals and Bids
THTPPD10A	Develop and Implement a Sponsorship Plan
THTPPD11A	Develop and Implement Meeting/Event Management Systems
THTPPD12A	Develop Host Community Awareness of Tourism
THTPPD13A	Assess Tourism Opportunities for Local Communities
THTPPD14A	Develop and Implement Local/Regional Tourism Plan
Training	
THHGTR02A	Train Colleagues in the Workplace
THHGTR03A	Prepare for Training
THHGTR04A	Deliver Training
THHGTR05A	Conduct Assessment
THHGTR06A	Review and Promote Training

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SECTION B: TOURISM TRAINING PACKAGE

Title: Advanced Diploma of Tourism Management (THT60198)

Qualification requirements = 29 Units (27 Compulsory + 2 Electives)
Electives may be chosen from the Elective categories below not previously counted towards a qualification at a lower level within this framework.

Tourism/Hospitality Common Core Competencies	
THHCOR01A	Work with Colleagues and Customers
THHCOR02A	Work in a Socially Diverse Environment
THHCOR03A	Follow Health, Safety and Security Procedures
Tourism Core	
THTCO01A	Develop and Update Tourism Industry Knowledge
THHGGA01A	Communicate on the Telephone
THHGGA02A	Perform Clerical Procedures
THHGCT01A	Access and Retrieve Computer Data
THHGCT02A	Produce Documents on Computer
THHGCS03A	Deal with Conflict Situation
THTGTR01A	Coach Others in Job Skills
THHGLE01A	Monitor Work Operations
THHGLE02A	Implement Workplace Health, Safety and Security Procedures
THHGLE08A	Lead and Manage People
THHGLE09A	Manage Workplace Diversity
THHGLE13A	Manage Finances within a Budget
THHGGA04A	Prepare Business Documents
THHGLE03A	Develop and Implement Operational Plans
THHGLE04A	Establish and Maintain a Safe and Secure Workplace
THHGLE14A	Prepare and Monitor Budgets
THHGLE20A	Develop and Maintain the Legal Knowledge Required for Business Compliance
THHGGA05A	Plan and Manage Meetings
THHGCS08A	Establish and Conduct Business Relationships
THHGFA04A	Prepare Financial Statements
THHGLE15A	Manage Financial Operations
THHGLE16A	Manage Physical Assets
THHGLE19A	Develop and Implement a Business Plan
Electives from other sectors	
Any units from Sales/Office Operations, Guiding, Attractions and Theme Parks, Tour Operations not already achieved plus:	
Leadership	
THHGLE05A	Roster Staff
THHGLE06A	Monitor Staff Performances
THHGLE07A	Recruit and Select Staff
THHGLE11A	Manage Quality Customer Service
THHGLE12A	Develop and Manage Marketing Strategies
THHGLE17A	Manage and Purchase Stock
THHGLE18A	Monitor and Maintain Computer Systems
THHGLE21A	Provide Mentoring Support to Business Colleagues

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Planning and Product Development	
THTPPD01A	Create and Implement Strategic Product Development Initiatives
THTPPD02A	Research Tourism Data
THTPPD03A	Source and Package Tourism Products and Services
THTPPD04A	Plan and Implement Minimal Impact Operations
THTPPD05A	Plan and Develop Interpretative Activities
THTPPD06A	Plan and Develop Ecologically Sustainable Tourism Operations
THTPPD07A	Plan and Develop Culturally Appropriate Tourism Operations
THTPPD08A	Plan and Develop Meeting/Event Proposals and Bids
THTPPD09A	Develop Conference Programs
THTPPD10A	Develop and Implement a Sponsorship Plan
THTPPD11A	Develop and Implement Meeting/Event Management Systems
THTPPD12A	Develop Host Community Awareness of Tourism
THTPPD13A	Assess Tourism Opportunities for Local Communities
THTPPD14A	Develop and Implement Local/Regional Tourism Plan
General Administration	
THHGA08A	Plan and Establish Systems and Procedures
THHGGA09A	Manage Projects
Sales and Marketing	
THTSMA01A	Coordinate Production of Brochures and Marketing Materials
THHGCS04A	Make Presentations
THHGCS06A	Plan and Implement Sales Activities
THHGCS07A	Coordinate Marketing Activities
THTSMA02A	Create a Promotional Display/Stand
Financial Administration	
THHGFA03A	Audit Financial Procedures
THHGFA05A	Manage Payroll Records
Computer Technology	
THHGCT03A	Design and Develop Computer Documents, Reports and Worksheets
Training	
THHGTR02A	Train Colleagues in the Workplace
THHGTR03A	Prepare for Training
THHGTR04A	Deliver Training
THHGTR05A	Conduct Assessment
THHGTR06A	Review and Promote Training

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UTW98

NATIONAL UTILITIES TRAINING PACKAGE

WATER INDUSTRY

Qualifications Framework

INTRODUCTION TO NATIONAL UTILITIES (WATER INDUSTRY) QUALIFICATIONS

There are five qualifications covering AQF levels 2 to 6 drawn from this Training Package that have been incorporated into the Local Government Qualifications Framework. These are:

UTW 2 01 98	Certificate II in Water Industry Operations
UTW 3 01 98	Certificate III in Water Industry Operations
UTW 4 01 98	Certificate IV in Water Industry Operations
UTW 5 01 98	Diploma of Water Industry Operations
UTW 6 01 98	Advanced Diploma of Water Industry Operations

Packaging Arrangements

The approach taken to the packaging in the Water Industry is to include a core and elective model as it will best deliver the outcomes which reflect the industry training needs. It will also maximise the potential for choice through electives within the boundaries agreed by the Water Industry as essential for competent performance in a given area of work.

Core Core units are those that are applicable to every employee at that qualification level.

Electives Any units which are not required as Core.

In all cases the composition of qualifications must be agreed to between the parties. General principles regarding the composition of qualifications include:

1. Units of competence making up a qualification must be appropriate to the work being performed by the person seeking the qualification.
2. Units of competence making up the qualification must be appropriate to the level qualification sought.
3. The selection of units of competence making up the qualifications must be consistent with the unit packaging arrangements outlined in the framework associated with each qualification.

The Water Industry considered that it would be inappropriate to specify a Certificate I qualification. Rather it is seen that the four core units at Level 2 would cover all the required underpinning knowledge and skills for entry into a Level 2 qualification pathway. The Competency Standards already clearly indicate the underpinning knowledge and skills required for each unit as well as the interdependency with other units which will assist in the design of traineeship pathways.

When aligning and packaging the Water Industry Competency Standards, no account was taken of already existing Competency Standards from other industries. The Standards represent competencies for functions or activities that are specific to the Water Industry and individual enterprises will need to determine their requirements for other industry standards.

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For Further Information

Mr Tony Palladino
Chief Executive Officer
The National Utilities and Electrotechnology Industry Training Board Ltd
PO Box Q2847 QVB
Sydney NSW 1230

Ph: 02 9290 2533
Fax: 02 9290 2544
Email: 100254.3004@compuserve.com

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SECTION B: NATIONAL UTILITIES TRAINING PACKAGE: WATER INDUSTRY	
Title: Certificate II in Water Industry Operations (UTW 2 01 98)	
Qualification requirements = 5 Units (4 Compulsory + 1 Elective) *The Elective may be chosen from the list below.*	
Water Industry Compulsory Units	
UTWNWS010A	Follow Defined OHS Policies and Procedures
UTWNWS020A	Plan and Organise Personal Work Activities
UTWNWS030A	Work in a Team Environment
UTWNWS040A	Implement Environmental Procedures
Water Industry Elective Units	
UTWNWS150A	Monitor and Operate Surface Water Systems
UTWNWS160A	Monitor and Operate Ground Water Source Systems
UTWNWS170A	Protect Ground Water Source, Surface Water and Related Areas
UTWNWS180A	Monitor and Operate Bulk Water and Distribution Systems
UTWNWS190A	Maintain Bulk Water Assets
UTWNWS200A	Monitor and Regulate River Systems
UTWNWS210A	Protect and Maintain River Systems
UTWNWS350A	Construct and/or Maintain Water Distribution Assets
UTWNWS360A	Monitor and Operate Wastewater Collection and Transfer Systems
UTWNWS370A	Construct and/or Maintain Wastewater Collection and Transfer Assets
UTWNWS380A	Monitor and Operate Drainage Systems
UTWNWS390A	Construct and/or Maintain Drainage Assets
UTWNWS400A	Monitor and Operate Irrigation and/or Domestic and Stock Supply Systems
UTWNWS410A	Construct and/or Maintain Irrigation and/or Domestic and Stock Supply Assets
UTWNWS600A	Monitor and Operate Water Treatment Processes
UTWNWS610A	Maintain Water Treatment Plant Assets
UTWNWS620A	Monitor and Operate Wastewater Treatment Processes
UTWNWS630A	Maintain Wastewater Treatment Plant Assets

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SECTION B: NATIONAL UTILITIES TRAINING PACKAGE: WATER INDUSTRY	
Title: Certificate III in Water Industry Operations (UTW 3 01 98)	
Qualification requirements = 3 Units (2 Compulsory + 1 Elective) *The Elective may be chosen from the list below.*	
Water Industry Compulsory Units	
UTWNWS050A	Improve Customer Relations
UTWNWS060A	Monitor and Implement the Application of Environmental Plans and Procedures
Water Industry Elective Units	
UTWNWS220A	Monitor and Coordinate Surface Water Systems
UTWNWS230A	Monitor and Coordinate Groundwater Source Systems
UTWNWS240A	Monitor and Coordinate Bulk Water and Distribution Systems
UTWNWS250A	Monitor and Coordinate River Systems
UTWNWS420A	Monitor and Coordinate Wastewater Collection and Transfer Systems
UTWNWS430A	Monitor and Coordinate Drainage Systems
UTWNWS440A	Monitor and Coordinate Irrigation and/or Domestic and Stock Supply Systems
UTWNWS640A	Monitor and Coordinate Water Treatment Processes
UTWNWS650A	Monitor and Coordinate Wastewater Treatment Processes

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SECTION B: NATIONAL UTILITIES TRAINING PACKAGE: WATER INDUSTRY	
Title: Certificate IV in Water Industry Operations (UTW 4 01 98)	
Qualification requirements = 9 Units (6 Compulsory + 3 Electives) *Electives may be chosen from the list below.*	
Water Industry Compulsory Units	
UTWNWS070A	Implement and Monitor the Organisation's OHS Policies, Procedures and Programs
Frontline Management Compulsory Units	
BSFXM1301A	Manage Personal Work Priorities and Professional Development
BSFXM1302A	Provide Leadership in the Workplace
BSFXM1303A	Establish and Manage Effective Workplace Relationships
BSFXM1305A	Manage Operations to Achieve Planned Outcomes
BSFX1308A	Develop and Maintain a Safe Workplace and Environment
Frontline Management Elective Units	
BSFXM1304A	Participate in, Head and Facilitate Work Teams
BSFXM1306A	Manage Workplace Information
BSFXM1306A	Manage Quality Customer Service
BSFXM1309A	Implement and Monitor Continuous Improvement Systems/Processes
BSFXM1310A	Facilitate and Capitalise on Change and Innovation
BSFXM1311A	Contribute to the Development of a Workplace Learning Environment

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SECTION B: NATIONAL UTILITIES TRAINING PACKAGE: WATER INDUSTRY	
Title: Diploma of Water Industry Operations (UTW 5 01 98)	
Qualification requirements = 5 Units (3 Compulsory + 2 Electives) *Electives may be chosen from the list below.*	
Water Industry Compulsory Units	
UTWNWS080A	Establish, Maintain and Evaluate the OHS System
UTWNWS090A	Implement and Monitor Environmental Management Policies, Plans, Procedures and Programs
UTWNWS100A	Initiate, Monitor and Supervise Contracts
Water Industry Elective Units	
UTWNWS270A	Manage Dam Safety Surveillance
UTWNWS280A	Manage Water Storage Catchment Activities
UTWNWS290A	Manage Ground Water
UTWNWS300A	Manage Surface Water
UTWNWS310A	Develop Flood Mitigation Plans
UTWNWS450A	Implement and Manage Asset Construction
UTWNWS460A	Develop Trade Waste Policies and Plans
UTWNWS470A	Implement and Monitor Trade Waste Policies and Plans
UTWNWS480A	Manage the Operation and Maintenance of Irrigation Systems
UTWNWS490A	Manage the Operation and Maintenance of Potable Water Distribution Systems
UTWNWS500A	Manage the Operation and Maintenance of Drainage Systems
UTWNWS510A	Manage the Operation and Maintenance of Waste Water Collection Systems
UTWNWS520A	Plan Distribution and Collection Systems
UTWNWS530A	Design Distribution and Collection Systems
UTWNWS670A	Manage Water Treatment Processes
UTWNWS680A	Manage Waste Water Treatment Processes
UTWNWS680A	Plan for Treatment Assets and Processes
UTWNWS690A	Design Treatment Processes

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SECTION B: NATIONAL UTILITIES TRAINING PACKAGE: WATER INDUSTRY	
Title: Advanced Diploma of Water Industry Operations (UTW 6 01 98)	
Qualification requirements = 3 Units (1 Compulsory + 2 Electives) *Electives may be chosen from the list below.*	
Water Industry Compulsory Units	
UTWNWS260A	Develop Environmental Policies and Plans
Water Industry Elective Units	
UTWNWS270A	Manage Dam Safety Surveillance
UTWNWS280A	Manage Water Storage Catchment Activities
UTWNWS290A	Manage Ground Water
UTWNWS300A	Manage Surface Water
UTWNWS310A	Develop Flood Mitigation Plans
UTWNWS450A	Implement and Manage Asset Construction
UTWNWS460A	Develop Trade Waste Policies and Plans
UTWNWS470A	Implement and Monitor Trade Waste Policies and Plans
UTWNWS480A	Manage the Operation and Maintenance of Irrigation Systems
UTWNWS490A	Manage the Operation and Maintenance of Potable Water Distribution Systems
UTWNWS500A	Manage the Operations and Maintenance of Drainage Systems
UTWNWS510A	Manage the Operations and Maintenance of Waste Water Collection Systems
UTWNWS520A	Plan Distribution and Collection Systems
UTWNWS530A	Design Distribution and Collection Systems
UTWNWS660A	Manage Water Treatment Processes
UTWNWS670A	Manage Waste Water Treatment Processes
UTWNWS680A	Plan for Treatment Assets and Processes
UTWNWS690A	Design Treatment Processes

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PRM AM CL PM 98

ASSET MAINTENANCE IN PROPERTY SERVICES TRAINING PACKAGE

CLEANING OPERATIONS

Qualifications Framework

INTRODUCTION TO ASSET MAINTENANCE IN PROPERTY SERVICES (CLEANING OPERATIONS) QUALIFICATIONS

There are three qualifications covering AQF levels 2 to 4 drawn from this Training Package that are incorporated into the Local Government Qualifications Framework. These are:

PRM20198	Certificate II in Asset Maintenance (Cleaning Operations)
PRM30198	Certificate III in Asset Maintenance (Cleaning Operations)
PRM40198	Certificate IV in Asset Maintenance (Cleaning Operations)

Packaging Arrangements

There are three qualifications in the Contract Cleaning Sector. The qualifications have application in all cleaning activities irrespective of premises or location in which they are performed. As a result, the standards can be used in a variety of allied industry contexts.

Special areas covered by regulation or legislation include OHS, environmental protection and waste control and reflect national Codes of Practice in the industry.

OHS is addressed through individual units of competency as well as in elements and performance criteria in all units across all levels. Knowledge and understanding of safe and healthy work practices, and the use and storage of cleaning agents, including chemicals, underpin all of the functional competencies.

The core units in the Qualifications Framework are common across the industry and performed in all enterprises irrespective of size or specialisation. Core functions required for cleaners (Certificates II and III) include OHS, the maintenance of hard and soft floors and glass surfaces, as well as furniture and fittings. Also included is the important area of sanitation, covering amenities areas and collection and disposal of waste.

The Certificate IV for supervisors and others in similar operations management roles cover OHS, training and safe and efficient organisations of human material and financial resources.

For Further Information
Executive Officer
Property Services Training Australia
Unit 8/9 McKay Street
Turner ACT 2612

Ph: 02 6257 8800
Fax: 02 6257 8801

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SECTION B: TRAINING PACKAGE FOR ASSET MAINTENANCE IN PROPERTY SERVICES (CLEANING OPERATIONS)

Title: Certificate II in Asset Maintenance (Cleaning Operations) (PRM20198)

Qualification requirements = 10 Units (3 Compulsory + 7 Electives)
Electives may be chosen from the list below.

Compulsory Units	
PRMCL33A	Plan for Safe and Efficient Cleaning Activities
PRMCL34A	Follow Relevant OHS Policies and Procedures to Ensure Own Safety and that of Others
PRMCL35A	Maintain a Cleaning Storage Area
Elective Units	
PRMCL01A	Maintain Hard Floor Surfaces
PRMCL02A	Restore Hard Floor Finish
PRMCL04A	Maintain Soft Floor
PRMCL05A	Remove Stains and Spillages from Soft Floors
PRMCL08A	Bonnet Buff Soft Floor to Achieve a Clean Surface Appearance
PRMCL09A	Wash and Squeegee Glass Surfaces to Remove all Visible Dirt and Grime
PRMCL10A	Maintain Ceiling Surfaces and Fittings
PRMCL11A	Spot Clean External Surfaces to Remove all Visible Marks
PRMCL12A	Wash External Surfaces to Remove all Visible Dirt and Grime
PRMCL13A	Undertake Detail Clean of Window Coverings to Remove all Dirt and Grime
PRMCL15A	Maintain Furniture and Fittings and Dress an Area or Room
PRMCL16A	Wash Furniture and Fittings to Remove Grime
PRMCL17A	Maintain Wet Area in an Odour Free, Soil and Hazard Free Condition
PRMCL19A	Remove Waste to Maintain a Tidy Environment/Area
PRMCL21A	Maintain Industrial Machinery in a Soil Free Condition

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SECTION B: TRAINING PACKAGE FOR ASSET MAINTENANCE IN PROPERTY SERVICES (CLEANING OPERATIONS)	
Title: Certificate III in Asset Maintenance (Cleaning Operations) (PRM30198)	
Qualification requirements = 19 Units (4 Compulsory + 15 Electives) *At least 7 units must come from Elective Group A and at least 8 units from Elective Group B.*	
Compulsory Units	
PRMCL27A	Facilitate Effective Team-work
PRMCL33A	Plan for Safe and Efficient Cleaning Activities
PRMCL34A	Follow Relevant OHS Policies and Procedures to Ensure Own Safety and that of Others
PRMCL35A	Maintain a Cleaning Storage Area
Elective Units Group A	
PRMCL01A	Maintain Hard Floor Surfaces
PRMCL02A	Restore Hard Floor Finish
PRMCL04A	Maintain Soft Floor
PRMCL05A	Remove Stains and Spillages from Soft Floors
PRMCL08A	Bonnet Buff Soft Floor to Achieve a Clean Surface Appearance
PRMCL09A	Wash and Squeegee Glass Surfaces to Remove all Visible Dirt and Grime
PRMCL10A	Maintain Ceiling Surfaces and Fittings
PRMCL11A	Spot Clean External Surfaces to Remove all Visible Marks
PRMCL12A	Wash External Surfaces to Remove all Visible Dirt and Grime
PRMCL13A	Undertake Detail Clean of Window Coverings to Remove all Dirt and Grime
PRMCL15A	Maintain Furniture and Fittings and Dress an Area or Room
PRMCL16A	Wash Furniture and Fittings to Remove Grime
PRMCL17A	Maintain Wet Area in an Odour Free, Soil and Hazard Free Condition
PRMCL19A	Remove Waste to Maintain a Tidy Environment/Area
PRMCL21A	Maintain Industrial Machinery in a Soil Free Condition
Elective Units Group B	
PRMCL03A	Replace Hard Floor Finish
PRMCL06A	Dry Foam Shampoo Carpet to Remove In-ground Dirt and Soil from Upper Layer
PRMCL07A	Remove Dirt and Soil from Soft Floors or Fabric Upholstery Using a Water Extraction Method
PRMCL14A	Maintain a Clean Room Environment with No Traces of Visible Dust
PRMCL18A	Clean a Unit or Location to Achieve a Low Bacteria Condition
PRMCL20A	Undertake Pressure Wash to Remove Excessive or Oil Based Soil
PRMCL22A	Organise and Monitor Work to Maximise Resource Effectiveness
PRMCL24A	Control the Supply of Equipment and Materials to Ensure Efficient Workflow
PRMCL28A	Monitor and Maintain OHS Standards in the Workplace
PRMCL36A	Carry out High Level Cleaning
BSZ404A	Train Small Groups

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SECTION B: TRAINING PACKAGE FOR ASSET MAINTENANCE IN PROPERTY SERVICES (CLEANING OPERATIONS)	
Title: Certificate IV in Asset Maintenance (Cleaning Operations Management) (PRM40198)	
Qualification requirements = 14 Units (14 Compulsory)	
Compulsory Units	
PRMCL22A	Organise and Monitor Work to Maximise Resource Effectiveness
PRMCL23A	Facilitate Effective Workplace Relationships
PRMCL24A	Control the Supply of Equipment and Materials to Ensure Efficient Work Flow
PRMCL25A	Respond to Requests for Variations to Specifications
PRMCL26A	Facilitate Effective Customer Relationships
PRMCL27A	Facilitate Effective Team-work
PRMCL28A	Monitor and Maintain OHS Standards in the Workplace
BSZ406A	Plan a Series of Training Sessions
BSZ407A	Deliver Training Sessions
BSZ408A	Review Training
PRMCL32A	Recruit and Appoint Staff to Meet Work Requirements
PRMCL33A	Plan for Safe and Efficient Cleaning Activities
PRMCL34A	Follow Relevant OHS Policies and Procedures to Ensure Own Safety and that of Others
PRMCL35A	Maintain a Cleaning Storage Area

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A further stream of Waste Management is under development as part of this Training Package. Qualifications from this stream will be included when endorsed.

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ASSET DEVELOPMENT AND MANAGEMENT TRAINING PACKAGE

Qualifications Framework

This Training Package is under development. When the Training Package has been endorsed relevant qualifications will be included in the Local Government Qualifications Framework.

PUBLIC SAFETY TRAINING PACKAGE

Qualifications Framework

This Training Package is under development. When the Training Package has been endorsed relevant qualifications will be included in the Local Government Qualifications Framework.

SRO99

OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE

Qualifications Framework

INTRODUCTION TO OUTDOOR RECREATION QUALIFICATIONS

There are ten qualifications covering AQF levels 1 to 6 drawn from this Training Package that are incorporated into the Local Government Qualifications Framework. These are:

SRO10199	Certificate I in Sport and Recreation
SRO20199	Certificate II in Sport and Recreation
SRO30199	Certificate III in Sport and Recreation
SRO40199	Certificate IV in Sport and Recreation
SRO50199	Diploma of Sport and Recreation
SRO60199	Advanced Diploma of Sport and Recreation
SRO20299	Certificate II in Outdoor Recreation
SRO30299	Certificate III in Outdoor Recreation
SRO40299	Certificate IV in Outdoor Recreation
SRO50299	Diploma of Outdoor Recreation

Packaging Arrangements

The following packaging strategies have been used:

- alignment of units of competency to specific functional areas and occupational outcomes
- a common core of units of competency across all qualifications within this Training Package
- flexibility for specialisation which allows for the selection of units of competency from a variety of functional areas
- flexibility to allow for elective units of competency to be selected from other functional areas within this Training Package or other endorsed Training Packages from other industries.

The packaging options allow for the diversity of options required by those working within the Outdoor Recreation industry. This includes the ability to:

- major in only one Outdoor Recreation activity area and acquire specialist recreation skills and/or skills from another industry as part of a qualification
- become multi-skilled in several Outdoor Recreation activity areas
- exit with the competencies to guide and/or instruct different Outdoor Recreation activities at different skill levels (e.g. flat water canoeing instructor and advanced bushwalking guide)
- acquire elective and/or specialist competencies (e.g. campsite catering, four-wheel driving) as and when required within a career path and associated qualification level
- achieve sport and recreation competencies (e.g. facility operations, retail, administration) as well as Outdoor Recreation specific competencies to enhance the career options and vocational outcomes

The fluid nature of Outdoor Recreation programs means that the particular competencies required are dependent on the situation. Whilst there are some competencies (e.g. Implement

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Minimal Environmental Practices) that will vary little between programs and the environment, there are other competency requirements that will vary a great deal given the diversity of the programs and environmental settings where they occur. The "appropriate" competencies for a particular situation are those that are suitable for a particular person, condition, occasion or place. "Appropriate" also refers to what a reasonable and prudent professional would do. There are four basic interactive variables that can be formed into a matrix that will determine what are "appropriate" competencies required for an outdoor guide or instructor in any given situation:

1. *Kind of environment*: this includes both physical locations (mountain, river, lake, desert, school grounds) and legal requirements (private property, institution, National Parks, Forestry Service). Among the physical variables are weather, distances from the road head and difficulty of terrain.
2. *Kind of activity*: these include different Outdoor Recreation activities.
3. *Level of technical expertise*: of staff.
4. *Profile of participants*: this is determined by age, gender, physical and mental abilities and psychological, social and cultural backgrounds.

It is the responsibility of the employer to determine the type of programs delivered and the type of situations, clients and conditions encountered and to then determine what competencies are "appropriate" for their employees. For any given situation, a range of competencies at varying levels may be required.

For Further Information

Mr Tony Guihot
Executive Officer
Sport and Recreation Training Australia
PO Box 422
North Sydney NSW 2059

Ph: (02) 9923 4359
Fax: (02) 9957 2958
Email: admin@srtaustralia.org.au

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Certificate I in Sport and Recreation (SRO10199)	
Qualification requirements = 15 Units (7 Compulsory + 4 Administration Stream + a minimum of 4 Electives) *Electives may be chosen from the list below.*	
Compulsory Units	
SRX CLS 001A	Interact with Clients
SRX COM 001A	Communicate in the Workplace
SRX EME 001A	React Safely in an Emergency and Help Prevent Emergencies
SRX IND 001A	Develop Knowledge of the Sport and Recreation Industry
SRX ORG 001A	Organise Work
SRX TEC 001A	Operate a Computer to Gain Access to and Retrieve Data Using Keyboard Skills
SRX TEM 001A	Work in Teams
Administration Stream Units	
SRX ADM 001A	Handle Mail to Facilitate Communication
SRX ADM 002A	Handle Information to Maintain Access to and Security of Records
SRX ADM 003A	Apply Knowledge of the Organisation to Complete Routine Administration Tasks
SRX ADM 004A	Operate a Range of Office Equipment to Complete Routine Tasks
Elective Units	
SRX CAI 001A	Assist in Preparing Sport and Recreation Sessions for Clients
SRX CAI 002A	Assist in Conducting Sport and Recreation Sessions for Clients
SRX CAI 003A	Provide Equipment for Activities
WRRCA.1A	Operate Retail Equipment
	Units from Certificate I/II qualifications within Sport and Recreation (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
	Units from Certificate I qualifications within Training Packages from other industries (e.g. Tourism, Hospitality, Community Services and Health

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Certificate II in Sport and Recreation (SRO20199)	
Qualification requirements = 18 Units (9 Compulsory + 4 Administration Stream + a minimum of 5 Electives) *Electives may be chosen from the list below.*	
Compulsory Units	
PUA EMEO 01A	Provide Emergency Care
SRX CLS 002A	Deliver Service to Clients
SRX COM 002A	Receive and Pass on Information to Facilitate Effective Routine Communication
SRX EME 002A	Participate in the Control of Minor Emergencies
SRX IND 002A	Develop and Implement a Career Path
SRX OHS 001A	Follow Defined Occupational Health and Safety Policies and Procedures Relating to the Work being Undertaken in order to Ensure Own Safety and that of Others in the Workplace
SRX ORG 002A	Work Effectively in a Sport and Recreation Organisation
SRX TEC 002A	Operate a Computer and Printer to Produce Simple Documents
SRX TEM 002A	Support the Work of a Team
Administration Stream Units	
SRX ADM 005A	Handle Mail to Facilitate the Information Flow of the Organisation
SRX ADM 006A	Process and Analyse Information to Provide Access to and Security of Records
SRX ADM 007A	Select, Operate and Maintain a Range of Office Equipment to Complete a Range of Tasks
SRX ADM 008A	Organise the Copying and Collating of Documents
Elective Units	
SRX CAI 004A	Plan a Sport and Recreation Session for Clients
SRX CAI 005A	Conduct a Sport and Recreation Session for Clients
SRX FAC 001A	Maintain Equipment for Activities
SRX FAC 002A	Maintain Sport and Recreational Facilities
SRX FIN 001A	Prepare and Process Financial Documentation for Cash Flow and Accounting Records
THT SMA 02A	Create a Promotional Display/Stand
WRRCS.2A	Apply Point of Sale Handling Procedures
WRRF.1A	Balance Register/Terminal
WRRI.1A	Perform Stock Control Procedures
WRRLP.2A	Minimise Theft
WRRM.1A	Merchandise Products
WRRS.1A	Sell Products and Services
WRRS.2A	Advise on Products and Services
-	**Units from Certificate II qualifications within Sport and Recreation** (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
-	**Units from Certificate II qualifications within Training Packages from other industries** (e.g. Tourism, Hospitality, Community Services and Health)

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Certificate III in Sport and Recreation (SRO30199)	
Qualification requirements = 18 Units (10 Compulsory + 3 Administration Stream + a minimum of 5 Electives) *Electives may be chosen from the list below.*	
Compulsory Units	
SRX CLS 003A	Coordinate Interaction with Clients
SRX COM 003A	Collect and Provide Information to Facilitate Communication Flow
SRX EME 003A	Respond to Emergency Situations
SRX IND 003A	Apply Sport and Recreation Law
SRX IND 004A	Establish and Maintain an Effective Industry Network
SRX ORG 003A	Coordinate Work and Work Priorities in a Sport and Recreation Organisation
SRX RIS 001A	Undertake Risk Analysis of Activities
SRX TEC 003A	Design, Develop and Produce Documents, Reports and Worksheets Using Advanced Functions
SRX TEM 003A	Work Autonomously
SRX TEM 004A	Deal with Conflict
Administration Stream Units	
SRX ADM 009A	Maintain Information Records System to Ensure its Integrity
SRX ADM 010A	Use the Advanced Functions of a Range of Office Equipment to Complete Daily Tasks
SRX ADM 011A	Prepare Meeting Details
Elective Units	
BSZ 404A	Train Small Groups
PUA EMEO 02A	Manage Injuries in Emergency Incidents
PUA EMEO 03A	Administer Oxygen in an Emergency Situation
SRX CAI 006A	Organise a Sport and Recreation Program
SRX CAI 007A	Conduct a Sport and Recreation Program
SRX EVT 001A	Coordinate Guest/Delegate Registrations at Venue
SRX FAC 003A	Implement Facility Maintenance Programs
SRX FIN 002A	Maintain Daily Financial Records for Accounting Purposes
SRX FIN 003A	Monitor Cash Control for Accounting Records
SRX FIN 004A	Process Payroll
SRX GRP 001A	Facilitate a Group
THH GCS 02A	Promote Products and Services to Clients
SRX RES 001A	Educate the Public on the Safe Use of a Sport and Recreational Resource
SRX RES 002A	Improve Client Awareness and Implementation of Environmental Management Practice
WRRI.2A	Maintain Stock Control
WRRI.3A	Order Stock
WRRM.3A	Coordinate Product Presentation
WRRS.3A	Coordinate Sales Performance
WRRSS.10A	Recommend Sport and Recreation Products and Services
-	**Units from Certificate III qualifications within Sport and Recreation** (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
-	**Units from Certificate III qualifications within Training Packages from other industries** (e.g. Tourism, Hospitality, Community Services and Health)

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Certificate IV in Sport and Recreation (SRO40199)	
Qualification requirements = 20 Units (8 Compulsory + 4 Administration Stream + a minimum of 8 Electives) *Electives may be chosen from the list below.*	
Compulsory Units	
SRX CLS 004A	Provide Advice in Order to Meet Current and Anticipated Client Requirements
SRX COM 004A	Source and Present Information in Response to Requests
SRX OHS 002A	Implement and Monitor the Organisation's Occupational Health and Safety Policies, Procedures and Programs and Maintain Occupational Health and Safety Standards
SRX ORG 004A	Plan, Allocate and Evaluate Work Carried out by Teams, Individuals and Self
SRX ORG 005A	Participate in the Meeting Process
SRX ORG 006A	Conduct Projects
SRX TEC 004A	Assist with Analysis and Use of Emerging Technology
SRX TEM 005A	Lead, Manage and Develop Work Teams
Administration Stream Units	
SRX ADM 012A	Supervise an Established Records System to Ensure its Integrity
SRX ADM 013A	Plan Business Trip and Associated Itinerary to Ensure Efficient Travel
SRX TEC 005A	Assist in the Maintenance of a Computer System
SRX TEC 006A	Customise and Maintain Software
Elective Units	
BSZ 401A	Plan Assessment
BSZ 402A	Conduct Assessment
BSZ 403A	Review Assessment
BSZ 404A	Train Small Groups
BSZ 405A	Plan and Promote a Training Program
BSZ 406A	Plan a Series of Training Sessions
BSZ 407A	Deliver Training Sessions
BSZ 408A	Review Training
SRX CAI 008A	Plan and Prepare an Individualised Long-term Training Program
SRX CAI 009A	Conduct, Monitor and Adjust Individualised Long-Term Training Programs
SRX CAI 010A	Evaluate, Analyse and Modify Long-term and/or High Performance Individualised Training Programs
SRX EME 004A	Coordinate Emergency Response
SRX EVT 002A	Organise Meeting/Event and Provide On-site Meeting/Event Management Services
SRX FAC 004A	Plan and Provide Sport and Recreational Services
SRX FIN 005A	Produce Reports as Required for Cash Flow Forecasts and Budgetary Forecasts
SRX GRP 002A	Provide Leadership to Groups
SRX MKT 001A	Plan and Implement Services to Meet Client Needs
SRX MKT 002A	Liaise with the Media to Promote the Organisation

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THH GCS 07A	Coordinate Marketing Activities
THT SMA 01A	Coordinate the Production of Brochures and Marketing Materials
SRX RES 003A	Contribute to the Planning, Monitoring and Control of Resources
SRX RES 004A	Minimise Waste and Pollution and their Environmental Impact
WRRI.4A	Buy Product
WRRO.1A	Manage Merchandise and Organisation Presentation
WRRO.2A	Manage Sales and Delivery Service
WRRO.5A	Control Inventory
-	**Units from Certificate IV qualifications within Sport and Recreation** (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
-	**Units from Certificate IV qualifications within Training Packages from other industries** (e.g. Tourism, Hospitality, Community Services and Health)

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Diploma of Sport and Recreation (SRO50199)	
Qualification requirements = 26 Units (9 Compulsory + 7 Administration Stream + a minimum of 10 Electives) *Electives may be chosen from the list below.*	
Compulsory Units	
BSX FMI 501A	Manage Personal Work Priorities and Professional Development
BSX FMI 502A	Provide Leadership in the Workplace
BSX FMI 504A	Participate in, Lead and Facilitate Work Teams
BSX FMI 507A	Manage Quality Client Service
SRX COM 005A	Research, Prepare and Present Information
SRX IND 005A	Promote Compliance with Laws and Legal Principles
SRX OHS 003A	Establish, Maintain and Evaluate Occupational Health and Safety System in Order to Ensure that the Workplace is, so far as is Practicable, Safe and without Risks to the Health of Employees and Clients
SRX ORG 007A	Develop Teams and Individuals to Enhance Performance
SRX TEM 006A	Create, Maintain and Enhance Effective Working Relationships
Administration Stream Units	
SRX ADM 014A	Manage and Coordinate Projects
SRX ADM 015A	Establish and Maintain a Records System to Ensure Integrity of the System
SRX ADM 016A	Establish and Maintain Library/Resource Collection
SRX ADM 017A	Plan and Establish Office Administration Systems and Procedures
SRX ADM 018A	Review Office Administration Systems and Procedures to Meet Changing Demands
SRX ADM 019A	Manage the Meeting Process
SRX TEC 007A	Manage the Establishment and Maintenance of a Work Group Network
Elective Units	
BSZ 501A	Analyse Competency Requirements
BSZ 502A	Design and Establish the Training System
BSZ 503A	Design and Establish the Assessment System
BSZ 504A	Manage the Training and Assessment System
BSZ 505A	Evaluate the Training and Assessment System
BSZ 506A	Develop Assessment Procedures
BSZ 507A	Develop Assessment Tools
BSZ 508A	Design Training Courses
SRX EVT 003A	Coordinate Events
SRX EVT 004A	Plan and Manage Conferences on Behalf of Management to Achieve Identified Goals
THT PPD 08A	Plan and Develop Meeting/Event Proposals and Bids
THT PPD 09A	Develop Conference Programs
THT PPD 11A	Develop and Implement Meeting/Event Management Systems and Procedures
SRX FAC 005A	Coordinate Facility and Equipment Acquisition and Maintenance
SRX FAC 006A	Manage and Control Stock Supply and Purchase
SRX FIN 006A	Manage Payroll Records for Employee Salaries and Statutory Record Keeping Purposes

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SRX FIN 007A	Monitor and Control Disbursements within a Given Budget
SRX HRM 001A	Manage Volunteers
SRX HRM 002A	Participate in Staff Selection to Ensure Team Goals are Achieved
SRX INN 001A	Respond to the Changing Environment to Achieve Organisational Goals
SRX MKT 003A	Promote Organisation's Activities
SRX MKT 004A	Analyse and Communicate Information
SRX QUA 001A	Monitor Quality Control
SRX RES 005A	Achieve an Efficient Use of Resources
-	**Units from Diploma qualifications within Sport and Recreation** (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
-	**Units from Diploma qualifications within Training Packages from other industries** (e.g. Tourism, Hospitality, Community Services and Health)

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Advanced Diploma of Sport and Recreation (SRO60199)	
Qualification requirements = 30 Units (6 Compulsory + 16 Administration Stream + a minimum of 8 Electives) *Electives may be chosen from the list below.*	
Compulsory Units	
BSX FMI 501A	Manage Personal Work Priorities and Professional Development
BSX FMI 502A	Provide Leadership in the Workplace
BSX FMI 504A	Participate in, Lead and Facilitate Work Teams
BSX FMI 507A	Manage Quality Client Service
PUA COMO 04A	Manage Organisational Communication Strategies
SRX RIS 002A	Conduct a Risk Audit and Develop a Risk Management Policy
Administration Stream Units	
BSX FMI 505A	Manage Operations to Achieve Planned Outcomes
BSX FMI 506A	Manage Workplace Information
SRX FIN 008A	Secure Financial Resources to Support the Organisation
SRX FIN 009A	Negotiate Insurance
SRX FIN 010A	Prepare and Analyse Financial Budgets and Produce Financial Reports
SRX FIN 011A	Meet Statutory Reporting Requirements
SRX HRM 003A	Promote and Maintain a Positive Employee/Industrial Relations Environment
SRX HRM 004A	Recruit Staff
SRX HRM 005A	Monitor and Review Staff Performance
SRX HRM 006A	Develop and Implement a Human Resource Plan
SRX PLA 001A	Develop a Strategic Plan
SRX PLA 002A	Prepare an Operational Plan
SRX PLA 003A	Develop and Implement Policy and Procedures
SRX PLA 004A	Evaluate Organisation's Activities
THH GLE 09A	Manage Workplace Diversity
THH GLE 21A	Provide Mentoring Support to Business Colleagues
Elective Units	
SRX EVT 005A	Manage Special Events
SRX EVT 006A	Plan, Implement and Evaluate an Event or Program
SRX EVT 007A	Manage Spectators at an Event or Program
SRX FAC 007A	Manage the Provision of Equipment and Consumables
SRX FAC 008A	Obtain Facilities
SRX FAC 009A	Plan, Develop and Commission Facility Development
BSX FMI 510A	Facilitate and Capitalise on Change and Innovation
BSX FMI 511A	Contribute to the Development of a Workplace Learning Environment
SRX MKT 005A	Prepare a Marketing Plan to Achieve Goals
SRX MKT 006A	Initiate and Maintain Communication with Sponsors/Funding Organisations
SRX MKT 007A	Monitor the Membership Base to Ensure Retention
SRX MKT 008A	Manage Activities Designed to Increase Public Awareness of the Organisation

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BSX FMI 509A	Implement and Monitor Continuous Improvement Systems and Processes
SRX RES 006A	Establish Policies and Strategies to Manage and Maintain Resources
SRX RES 007A	Undertake Open Space Planning
SRX RES 008A	Conserve and Re-establish Natural Systems
SRX RES 009A	Achieve Sustainable Land Management
SRX RES 010A	Protect Heritage and Cultural Assets
SRX RES 011A	Apply Environmental Principles in the Design and Maintenance of the Built Environment
SRX RES 012A	Develop a Comprehensive and Integrated Environmental Management Strategy
SRX TEC 008A	Manage Information Technology Requirements
-	**Units from Advanced Diploma qualifications within Sport and Recreation** (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
-	**Units from Advanced Diploma qualifications within Training Packages from other industries** (e.g. Tourism, Hospitality, Community Services and Health)

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Certificate II in Outdoor Recreation (SRO20299)	
Qualification requirements = 9 Compulsory + 4 Outdoor Recreation Stream + 2 of the following *clusters* of units + 4 Electives	
Compulsory Units	
PUA EMEO 01A	Provide Emergency Care
SRX CLS 002A	Deliver Service to Clients
SRX COM 002A	Receive and Pass on Information to Facilitate Effective Routine Communication
SRX EME 002A	Participate in the Control of Minor Emergencies
SRX IND 002A	Develop and Implement a Career Path
SRX OHS 001A	Follow Defined Occupational Health and Safety Policies and Procedures Relating to the Work being Undertaken in order to Ensure Own Safety and that of Others in the Workplace
SRX ORG 002A	Work Effectively in a Sport and Recreation Organisation
SRX TEC 002A	Operate a Computer and Printer to Produce Simple Documents
SRX TEM 002A	Support the Work of a Team
Outdoor Recreation Stream Units	
SRO OPS 001A	Implement Minimal Environmental Impact Practices
SRO ORE 001A	Prepare to Participate in a Supervised Outdoor Activity Requiring Basic Skills
SRO ORE 002A	Participate in a Supervised Outdoor Activity Requiring Basic Skills
SRX CAI 001A	Assist in Preparing Sport and Recreation Sessions for Clients
SRX CAI 002A	Assist in Conducting Sport and Recreation Sessions For Clients
Outdoor Recreation Specialisation clusters of units	
Abseiling - Artificial surface	
SRO ABS 001A	Demonstrate Abseiling Skills
SRO ROP 001A	Safeguard a Person Using a Single Rope Belay System
Abseiling - Natural surface	
SRO ABS 001A	Demonstrate Abseiling Skills
SRO ROP 001A	Safeguard a Person Using a Single Rope Belay System
Bush walking	
SRO BWK 001A	Demonstrate Bushwalking Skills in Tracked or Easy Untracked Areas
SRO NAV 001A	Navigate in Tracked or Easy Untracked Areas
Canoeing - Canoes	
SRO CAN 001A	Demonstrate Simple Canoeing, Kayaking or Sea Kayaking Skills
Canoeing - Kayaks	
SRO CAN 001A	Demonstrate Simple Canoeing, Kayaking or Sea Kayaking Skills
Canoeing - Sea kayaks	
SRO CAN 001A	Demonstrate Simple Canoeing, Kayaking or Sea Kayaking Skills
SRO NAV 001A	Navigate in Tracked or Easy Untracked Areas

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Canyoning	
SRO CYG 001A	Demonstrate Horizontal Canyoning Skills
Caving	
SRO CAV 001A	Move Efficiently and Safely through a Cave with Minimal Impact
SRO CAV 002A	Demonstrate Laddering Skills
Climbing - Artificial surface	
SRO CLM 001A	Demonstrate Climbing Skills
SRO ROP 001A	Safeguard a Person Using a Single Rope Belay System
Climbing - Natural surface	
SRO CLM 001A	Demonstrate Climbing Skills
SRO ROP 001A	Safeguard a Person Using a Single Rope Belay System
Cycling	
SRO CYC 001A	Demonstrate Basic Cycling Skills
TDT H1 97	Interpret Road Maps and Navigate Routes
TDT H2 97	Plan and Navigate Routes
Fishing	
SRO FIS 001A	Use Basic Skills to Catch and Handle Fish
SRO FIS 002A	Comply with Fisheries Management Regulations and Conservation Strategies
Horse riding	
SRO EQU 001A	Care for Horses
SRO EQU 002A	Handle Horses Safely 1
SRO EQU 003A	Demonstrate Basic Horse Riding Skills
SCUBA	
SRO SCU 002A	Scuba Dive in Open Water to a Maximum Depth of 18 Metres
Snorkelling	
SRO SCU 001A	Snorkel Dive
Skiing - Cross country skiing	
SRO SKT 001A	Demonstrate Basic Cross Country Skiing Skills
Skiing - Ski touring	
SRO NAV 001A	Navigate in Tracked or Easy Untracked Areas
SRO SKT 002A	Ski Tour in a Patrolled Environment to a Basic Standard
Surfing	
SRO SRF 001A	Apply Surf Survival and Self Rescue Skills
SRO SRF 002A	Perform Basic Surfing Manoeuvres in Controlled Conditions
Yachting - Ballasted Yacht	
SRO OPS 006A	Use and Maintain a Temporary or Overnight Site
SRO YAC 001A	Comply with Maritime Rules and Regulations
SRO YAC 002A	Crew a Ballasted Yacht Inshore

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Yachting - Motor Cruisers	
SRO OPS 006A	Use and Maintain a Temporary or Overnight Site
SRO YAC 001A	Comply with Maritime Rules and Regulations
SRO YMC 001A	Crew a Motor Cruiser Inshore
Yachting - Sailboards	
SRO YAC 001A	Comply with Maritime Rules and Regulations
SRO YSA 001A	Use a Sailboard in Controlled Conditions Demonstrating Basic Skills
Yachting - Small boat	
SRO YAC 001A	Comply with Maritime Rules and Regulations
SRO YSB 001A	Use Basic Skills to Sail a Small Boat in Controlled Conditions
Sport and Recreation	
N/A	*Two units from within the Certificate II in Sport and Recreation*
Electives Units	
PUA OPEO 04A	Operate Communications Systems
SRO DRV 001A	Drive and Recover a 4WD Vehicle
SRO NAV 001A	Navigate in Tracked or Easy Untracked Areas
SRO OPS 006A	Use and Maintain a Temporary or Overnight Site
SRX FAC 001A	Maintain Equipment for Activities
TDT B3 97	Carry out Vehicle Maintenance
TDT B4 97	Carry out Vehicle Inspection
TDT B8 97	Carry out Inspection of Trailers
THH GHS 01A	Follow Workplace Hygiene Procedures
THT FTG 03A	Develop and Maintain the General Knowledge Required by Guides
THT FTG 07A	Research and Share General Information on Aboriginal and Torres Strait Islander Culture
THT FTO 04A	Provide Campsite Catering
-	**Units from a Certificate II Outdoor Recreation Specialisation cluster**
-	**Units from the Certificate II qualifications within Training Packages from other industries** (e.g. Retail, Hospitality, Tourism, Maritime, Seafood, Clerical/Administration, Community Services and Health, Community Recreation, Sport, Fitness)

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Certificate III in Outdoor Recreation (SRO30299)	
Qualification requirements = 10 Compulsory Units + 8 Outdoor Recreation Stream Units + two of the following *clusters* of units + 4 Electives	
Compulsory Units	
SRX CLS 003A	Coordinate Interaction with Clients
SRX COM 003A	Collect and Provide Information to Facilitate Communication Flow
SRX EME 003A	Respond to Emergency Situations
SRX IND 003A	Apply Sport and Recreation Law
SRX IND 004A	Establish and Maintain an Effective Industry Network
SRX ORG 003A	Coordinate Work and Work Priorities in a Sport and Recreation Organisation
SRX RIS 001A	Undertake Risk Analysis of Activities
SRX TEC 003A	Design, Develop and Produce Documents, Reports and Worksheets Using Advanced Functions
SRX TEM 003A	Work Autonomously
SRX TEM 004A	Deal with Conflict
Outdoor Recreation Stream Units	
PUA EMEO 02A	Manage Injuries in Emergency Incidents
SRO OPS 002A	Plan for Minimal Environmental Impact
SRO OPS 003A	Apply Weather Information
SRO ORE 003A	Prepare to Participate in Outdoor Activities
SRO ORE 004A	Participate in Outdoor Activities
SRX CAI 004A	Plan a Sport and Recreation Session for Clients
SRX CAI 005A	Conduct a Sport and Recreation Session for Clients
SRX GRP 001A	Facilitate a Group
Outdoor Recreation Specialisation clusters of units	
Abseiling - Artificial surface	
SRO ABS 002A	Apply Abseiling Skills in a Range of Single Pitch Contexts
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 003A	Select Suitable Natural and/or Fixed Anchors for Roping Activities
SRO ROP 004A	Establish Belay Systems Using Natural and/or Fixed Anchors for Roping Activities
SRO ROP 005A	Rig a Rope Pitch
Abseiling - Natural surface	
SRO ABS 002A	Apply Abseiling Skills in a Range of Single Pitch Contexts
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 003A	Select Suitable Natural and/or Fixed Anchors for Roping Activities
SRO ROP 004A	Establish Belay Systems Using Natural and/or Fixed Anchors for Roping Activities
SRO ROP 005A	Rig a Rope Pitch
SRO ROP 006A	Perform Vertical Rescues of Self and Others
Bushwalking	
SRO BWK 002A	Demonstrate Bushwalking Skills in Difficult or Trackless Areas
SRO NAV 002A	Navigate in Difficult or Trackless Areas

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Canoeing - Canoes (Flat water)	
SRO CAN 002A	Demonstrate Simple Canoeing, Kayaking or Sea Kayaking Skills to a High Standard of Technical Correctness
SRO CAN 003A	Perform Deep Water Rescues
Canoeing - Canoes (White water grade 2)	
SRO CAN 004A	Apply Complex Inland Canoeing/Kayaking Skills on Grade 2 Water
SRO WWR 001A	Apply Self Rescue Skills in White Water
SRO WWR 002A	Perform White Water Rescues and Recoveries
Canoeing - Kayaks (Flat water)	
SRO CAN 002A	Demonstrate Simple Canoeing, Kayaking or Sea Kayaking Skills to a High Standard of Technical Correctness
SRO CAN 003A	Perform Deep Water Rescues
Canoeing - Kayaks (White water grade 2)	
SRO CAN 004A	Apply Complex Inland Canoeing/Kayaking Skills on Grade 2 Water
SRO WWR 001A	Apply Self Rescue Skills in White Water
SRO WWR 002A	Perform White Water Rescues and Recoveries
Canoeing - Sea kayaks (Controlled conditions)	
SRO CAN 002A	Demonstrate Simple Canoeing, Kayaking or Sea Kayaking Skills to a High Standard of Technical Correctness
SRO CAN 003A	Perform Deep Water Rescues
Canoeing - Sea kayaks (Moderate conditions)	
SRO CAN 005A	Apply Complex Sea Kayaking Skills in Moderate Conditions
SRO NAV 002A	Navigate in Difficult or Trackless Areas
Canyoning	
SRO ABS 002A	Apply Abseiling Skills in a Range of Single Pitch Contexts
SRO CYG 002A	Apply Vertical Canyoning Skills
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 003A	Select Suitable Natural and/or Fixed Anchors for Roping Activities
SRO ROP 004A	Establish Belay Systems Using Natural and/or Fixed Anchors for Roping Activities
SRO ROP 005A	Rig a Rope Pitch
SRO ROP 006A	Perform Vertical Rescues of Self and Others
Caving	
SRO ABS 002A	Apply Abseiling Skills in a Range of Single Pitch Contexts
SRO CAV 003A	Rig a Ladder Pitch
SRO CAV 004A	Apply Laddering Skills in a Range of Situations
SRO CAV 005A	Use Caving Specific SRT
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 003A	Select Suitable Natural and/or Fixed Anchors for Roping Activities
SRO ROP 004A	Establish Belay Systems Using Natural and/or Fixed Anchors for Roping Activities
SRO ROP 005A	Rig a Rope Pitch
SRO ROP 006A	Perform Vertical Rescues of Self and Others

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Challenge Ropes Courses	
SRO CRC 001A	Conduct Activities on a Challenge Ropes Course with Low Elements
SRO CRC 002A	Conduct Activities on a Challenge Ropes Course with High Elements
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 003A	Select Suitable Natural and/or Fixed Anchors for Roping Activities
SRO ROP 004A	Establish Belay Systems Using Natural and/or Fixed Anchors for Roping Activities
SRO ROP 006A	Perform Vertical Rescues of Self and Others
Climbing - Artificial surface	
SRO CLM 002A	Apply Climbing Skills in a Limited Range of Situations
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 003A	Select Suitable Natural and/or Fixed Anchors for Roping Activities
SRO ROP 004A	Establish Belay Systems Using Natural and/or Fixed Anchors for Roping Activities
Climbing - Natural surface	
SRO CLM 002A	Apply Climbing Skills in a Limited Range of Situations
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 003A	Select Suitable Natural and/or Fixed Anchors for Roping Activities
SRO ROP 004A	Establish Belay Systems Using Natural and/or Fixed Anchors for Roping Activities
SRO ROP 005A	Rig a Rope Pitch
SRO ROP 006A	Perform Vertical Rescues of Self and Others
Cycling - On road	
SRO CYC 002A	Apply On-road Cycle Touring Skills
Cycling - Off road	
SRO CYC 003A	Apply Off-road Cycling Skills
SRO NAV 001A	Navigate in Tracked or Easy Untracked Areas
Fishing	
SRO FIS 003A	Select, Catch and Use Bait
SRO FIS 004A	Select, Rig and Use Terminal Tackle
SRO FIS 005A	Select, Use and Maintain Fishing Tackle Outfits
SRO FIS 008A	Use Knowledge of Fish Habitats, Behaviour and Life Cycles to Locate Fish
	PLUS the following co-requisite unit, when required, to suit the style of fishing
SRO FIS 007A	Select, Rig and Work Lures
Horse riding	
RUA AG1703HBA	Prepare and Transport Horses
SRO EQU 004A	Ride Horses in Training to Assist with their Education
SRO EQU 005A	Handle Horses Safely 2
SRO EQU 006A	Apply First Aid for Horses
SRO EQU 007A	Maintain Health and Safety of Horses
SRO EQU 008A	Demonstrate Horse Riding Skills in Tracked Areas

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Rafting (Moving water)	
SRO RAF 001A	Apply Rafting Skills on Moving Water
SRO WWR 001A	Apply Self Rescue Skills in White Water
SRO WWR 002A	Perform White Water Rescues and Recoveries
Rafting (Grade 3 rapids)	
SRO RAF 002A	Apply Rafting Skills on Grade 3 Rapids
SRO WWR 001A	Apply Self Rescue Skills in White Water
SRO WWR 002A	Perform White Water Rescues and Recoveries
Scuba	
SRO SCU 003A	Complete Specialty Open Water Dives
	A minimum of three (3) units from the options SRO SCU 004A – SRO SCU 014A, SRO NAV 002A
Skiing - Cross country skiing	
SRO SKT 003A	Demonstrate Intermediate Cross Country Skiing Skills
Skiing - Ski touring	
SRO NAV 002A	Navigate in Difficult or Trackless Areas
SRO SKT 004A	Day Ski Tour Away from a Patrolled Area
SRO SKT 005A	Apply Snow Craft Skills for Day Touring
Surfing	
SRO SRF 003A	Perform Intermediate Level Surfing Manoeuvres
SRO SRF 004A	Perform a Simple Rescue in Moderate Surf Conditions
Yachting - Ballasted Yachts (Crew coastal)	
PUA OPEO 04A	Operate Communications Systems
SRO YAC 004A	Crew a Ballasted Yacht in Coastal Waters
Yachting - Ballasted Yachts (Skipper inshore)	
PUA OPEO 04A	Operate Communications Systems
SRO OPS 005A	Apply Search and Rescue Skills
SRO YAC 003A	Skipper a Ballasted Yacht Inshore
	Relevant unit(s) from Maritime Training Package re Coastal Navigation and Practical Seamanship
Yachting - Motor Cruiser (Crew coastal)	
PUA OPEO 04A	Operate Communications Systems
SRO YMC 003A	Crew a Motor Cruiser in Coastal Waters
Yachting - Motor Cruiser (Skipper inshore)	
PUA OPEO 04A	Operate Communications Systems
SRO OPS 005A	Apply Search and Rescue Skills
SRO YMC 002A	Skipper a Motor Cruiser Inshore
	Relevant unit(s) from Maritime Training Package re Coastal Navigation and Practical Seamanship
Yachting - Sailboards	
SRO YSA 002A	Apply Enhanced Windsurfing Skills in Moderate Conditions
SRO YSA 003A	Use a Sailboard in Stronger Winds

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Yachting - Small boat	
SRO YSB 002A	Sail a Small Boat in Moderate Conditions Using Enhanced Skills
Instruction 1	
BSZ 404A	Train Small Groups
SRO ORE 008A	Instruct Outdoor Recreation Activity Skills
Sport and Recreation	
N/A	*Two units from within the Certificate III in Sport and Recreation*
Elective Units	
PUA EMEO 03A	Administer Oxygen in an Emergency Situation
PUA OPEO 04A	Operate Communications Systems
SRO ABL 001A	Take an Assistant Leadership Role in Adventure Based Learning Activities
SRO DRV 001A	Drive and Recover a 4WD Vehicle
SRO FIS 006A	Catch Crabs, Prawns and Squid
SRO INT 001A	Conduct Interpretation within an Outdoor Activity
SRO NAV 002A	Navigate in Difficult or Trackless Areas
SRO OPS 005A	Apply Search and Rescue Skills
SRO OPS 006A	Use and Maintain a Temporary or Overnight Site
SRX FAC 001A	Maintain Equipment for Activities
TDT B3 97	Carry out Vehicle Maintenance
TDT B4 97	Carry out Vehicle Inspection
TDT B8 97	Carry out Inspection of Trailers
TDT C8 97	Drive Coaches/Buses
THH GHS 01A	Follow Workplace Hygiene Procedures
THT FTG 03A	Develop and Maintain the General Knowledge Required by Guides
THT FTG 07A	Research and Share General Information on Aboriginal and Torres Strait Islander Culture
THT FTO 04A	Provide Campsite Catering
-	**Units from a Certificate II Outdoor Recreation Specialisation cluster**
-	**Units from a Certificate III Outdoor Recreation Specialisation cluster**
-	**Units from the Certificate III qualifications within Training Packages from other industries** (e.g. Retail, Hospitality, Tourism, Maritime, Seafood, Clerical/Administration, Community Services and Health, Community Recreation, Sport, Fitness)

Note 1: Training Packages are currently being developed within the Seafood industry and the Maritime industry. Competencies from within these Training Packages will also apply to those involved in Recreational Fishing or to those involved in the various aspects of Yachting. The units of competency, as defined within the Outdoor Recreation Industry Training Package, relate specifically to Recreational Fishing and Yachting and not to related competencies such as seamanship, coastal navigation etc, which are cross-industry in nature.

Note 2: In general, those involved in Instruction or Assessment must have the competencies at least to the same level, and preferably a level above, that which they are Instructing or Assessing (refer to the *Assessment Guidelines for the National Sport and Recreation Industry Training Packages).*

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Certificate IV in Outdoor Recreation (SRO40299)	
Qualification requirements = 8 Compulsory Units + 6 Outdoor Recreation Stream Units + two of the following *clusters* of units + 4 Electives	
Compulsory Units	
SRX CLS 004A	Provide Advice in order to Meet Current and Anticipated Client Requirements
SRX COM 004A	Source and Present Information in Response to Requests
SRX OHS 002A	Implement and Monitor the Organisation's Occupational Health and Safety Policies, Procedures and Programs and Maintain Occupational Health and Safety Standards
SRX ORG 004A	Plan, Allocate and Evaluate Work Carried out by Teams, Individuals and Self
SRX ORG 005A	Participate in the Meeting Process
SRX ORG 006A	Conduct Projects
SRX TEC 004A	Assist with Analysis and Use of Emerging Technology
SRX TEM 005A	Lead, Manage and Develop Work Teams
Outdoor Recreation Stream Units	
SRO ORE 005A	Prepare to Participate in Outdoor Activities in a Broad Range of Situations and Circumstances
SRO ORE 006A	Participate in Outdoor Activities in a Broad Range of Situations and Circumstances
SRO ORE 007A	Guide Groups in a Broad Range of Outdoor Recreation Situations and Circumstances
SRX EME 004A	Coordinate Emergency Response
SRX GRP 002A	Provide Leadership to Groups
Outdoor Recreation Specialisation clusters of units	
Abseiling - Artificial surface	
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches
Abseiling - Natural surface	
SRO ABS 003A	Apply Abseiling Skills in a Broad Range of Contexts
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches
SRO ROP 010A	Perform Complex Vertical Rescues
Bushwalking	
SRO BWK 003A	Demonstrate Advanced Bushwalking Skills in a Broad Range of Areas and Conditions
SRO NAV 003A	Navigate in Remote or Trackless Areas in Extreme Environmental Conditions
SRO OPS 004A	Interpret Weather Conditions in the Field

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Canoeing - Canoes (White water grade 2)	
SRO CAN 004A	Apply Complex Inland Canoeing/Kayaking Skills on Grade 2 Water
SRO WWR 001A	Apply Self Rescue Skills in White Water
SRO WWR 002A	Perform White Water Rescues and Recoveries
Canoeing - Canoes (White water grade 3)	
SRO CAN 006A	Apply Complex Inland Canoeing/Kayaking Skills on Grade 3 Water
SRO WWR 003A	Perform a Comprehensive Range of White Water Rescues and Recoveries
Canoeing - Kayaks (White water grade 2)	
SRO CAN 004A	Apply Complex Inland Canoeing/Kayaking Skills on Grade 2 Water
SRO WWR 001A	Apply Self Rescue Skills in White Water
SRO WWR 002A	Perform White Water Rescues and Recoveries
Canoeing - Kayaks (White water grade 3)	
SRO CAN 006A	Apply Complex Inland Canoeing/Kayaking Skills on Grade 3 Water
SRO WWR 003A	Perform a Comprehensive Range of White Water Rescues and Recoveries
Canoeing - Sea kayaks (Moderate conditions)	
SRO CAN 005A	Apply Complex Sea Kayaking Skills in Moderate Conditions
SRO NAV 002A	Navigate in Difficult or Trackless Areas
Canoeing - Sea kayaks (Difficult conditions)	
SRO CAN 007A	Apply Complex Sea Kayaking Skills in Difficult Conditions
SRO OPS 004A	Interpret Weather Conditions in the Field
SRO NAV 003A	Navigate in Remote or Trackless Areas in Extreme Environmental Conditions; **or**
-	*Coastal Navigation unit (yet to be developed in Maritime Training Package)*
Canyoning	
SRO ABS 003A	Apply Abseiling Skills in a Broad Range of Contexts
SRO CYG 003A	Apply Vertical Canyoning Skills
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches
SRO ROP 010A	Perform Complex Vertical Rescues
Caving	
SRO ABS 003A	Apply Abseiling Skills in a Broad Range of Contexts
SRO CAV 006A	Rig Ladders in Complex and Non-Routine Situations
SRO CAV 007A	Rig a Complex Pitch Using Caving Specific Techniques
SRO CAV 008A	Demonstrate Vertical Caving Skills
SRO CAV 009A	Rig Multi Pitches in Complex Vertical Systems Using Caving Specific Techniques
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches
SRO ROP 010A	Perform Complex Vertical Rescues

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Challenge Ropes Courses	
SRO CRC 003A	Supervise the Use of a Challenge Ropes Course with Low Elements
SRO CRC 004A	Supervise the Use of a Challenge Ropes Course with High Elements
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 010A	Perform Complex Vertical Rescues
Climbing - Artificial surface (Lead climbing single pitch)	
SRO CLM 002A	Apply Climbing Skills in a Limited Range of Situations
SRO CLM 004A	Apply Lead Climbing Skills (Single Pitch)
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
Climbing – Artificial surface (Lead climbing multi pitch)	
SRO CLM 003A	Apply Climbing Skills in a Broad Range of Situations and Locations
SRO CLM 005A	Apply Lead Climbing Skills (Multi Pitch)
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
Climbing – Natural surface (Lead climbing single pitch)	
SRO CLM 002A	Apply Climbing Skills in a Limited Range of Situations
SRO CLM 004A	Apply Lead Climbing Skills (Single Pitch)
SRO ROP 002A	Use Belay Systems to Safeguard Self and Others
SRO ROP 006A	Perform Vertical Rescues of Self and Others
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
Climbing – Natural surface (Lead climbing multi pitch)	
SRO CLM 003A	Apply Climbing Skills in a Broad Range of Situations and Locations
SRO CLM 005A	Apply Lead Climbing Skills (Multi Pitch)
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches
SRO ROP 010A	Perform Complex Vertical Rescues
Horse Riding	
SRO EQU 009A	Select and Manage Horses for Beginner Riders
SRO EQU 010A	Determine Nutritional Requirements for Recreational or Competition Horses
SRO EQU 011A	Plan Conditioning and Training Programs for Recreational or Competition Horses
SRO EQU 012A	Train and Condition Horses for Trail Rides
SRO EQU 013A	Demonstrate Horse Riding Skills in Remote or Wilderness Areas
SRO EQU 014A	Manage Horse Illness/Injuries in Remote Areas
SRO EQU 015A	Lead Trail Rides in a Broad Range of Situations
Rafting (Grade 3 rapids)	
SRO RAF 002A	Apply Rafting Skills on Grade 3 Rapids
SRO WWR 001A	Apply Self Rescue Skills in White Water
SRO WWR 002A	Perform White Water Rescues and Recoveries

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Rafting (Grade 4 rapids)	
SRO RAF 003A	Apply Rafting Skills on Grade 4 Rapids
SRO WWR 003A	Perform a Comprehensive Range of White Water Rescues and Recoveries
SCUBA	
SRO SCU 015A	Perform Diver Rescues
	A minimum of three (3) units from the options SRO SCU 004A – SRO SCU 014A, SRO NAV 002A
Skiing - Cross country skiing	
SRO SKT 006A	Demonstrate Advanced Cross Country Skiing Skills
Skiing - Ski touring	
SRO NAV 003A	Navigate in Remote or Trackless Areas in Extreme Environmental Conditions
SRO SKT 007A	Overnight Ski Tour in Difficult Terrain Using Advanced Ski Touring Skills
SRO SKT 008A	Apply Snow Craft Skills for Overnight Touring
Surfing	
SRO SRF 005A	Perform Advanced Level Surfing Manoeuvres
SRO SRF 006A	Perform a Comprehensive Range of Rescues in Moderate to Difficult Surf Conditions
Yachting - Ballasted Yachts (Coastal Skipper)	
SRO OPS 004A	Interpret Weather Conditions in the Field
SRO YAC 005A	Skipper a Ballasted Yacht in Coastal Waters
-	*Relevant unit(s) from Maritime Training Package re Coastal Navigation*
Yachting - Ballasted Yachts (Ocean Skipper)	
SRO YAC 006A	Skipper a Ballasted Yacht in Ocean Waters
-	*Relevant unit(s) from Maritime Training Package re Offshore Navigation*
Yachting - Motor Cruiser (Coastal Skipper)	
SRO OPS 004A	Interpret Weather Conditions in the Field
SRO YMC 004A	Skipper a Motor Cruiser in Coastal Waters
-	*Relevant unit(s) from Maritime Training Package re Coastal Navigation*
Yachting - Motor Cruiser (Ocean Skipper)	
SRO YMC 005A	Skipper a Motor Cruiser in Ocean Waters
-	*Relevant unit(s) from Maritime Training Package re Offshore Navigation*
Yachting - Sailboarding	
SRO YSA 004A	Use Long Boards in Difficult Conditions; **or**
SRO YSA 005A	Use Short Boards in Difficult Conditions
Yachting - Small boat	
SRO YSB 003A	Sail a Small Boat in Moderate and/or Variable Conditions
Assessment 1	
BSZ 401A	Plan Assessment
BSZ 402A	Conduct Assessment
BSZ 403A	Review Assessment

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Guiding	
SRO ORE 007A	Guide Groups in a Broad Range of Outdoor Recreation Situations and Circumstances *(in another activity area)*
Instruction 1	
BSZ 404A	Train Small Groups
SRO ORE 008A	Instruct Outdoor Recreation Activity Skills
Instruction 2	
BSZ 405A	Plan and Promote a Training Program
BSZ 406A	Plan a Series of Training Sessions
BSZ 407A	Deliver Training Sessions
BSZ 408A	Review Training
Sport and Recreation	
N/A	*Two units from within the Certificate IV in Sport and Recreation*
Elective Units	
PUA EMEO 02A	Manage Injuries in Emergency Incidents
PUA EMEO 03A	Administer Oxygen in an Emergency Situation
PUA OPEO 04A	Operate Communications Systems
SRO ABL 001A	Take an Assistant Leadership Role in Adventure Based Learning Activities
SRO ABL 002A	Facilitate Adventure Based Learning Activities
SRO DRV 001A	Drive and Recover a 4WD Vehicle
SRO DRV 002A	Drive a 4WD Vehicle in Difficult Terrain Using Advanced Technique
SRO DRV 003A	Coordinate Recovery of a 4WD Vehicle Using Advanced Techniques
SRO INT 001A	Conduct Interpretation within an Outdoor Activity
SRO INT 002A	Develop Specialist Resources for Interpretative Activities
SRO NAV 002A	Navigate in Untracked Areas
SRO NAV 003A	Navigate in Remote or Trackless Areas in Extreme Environmental Conditions
SRO OPS 004A	Interpret Weather Conditions in the Field
SRO OPS 005A	Apply Search and Rescue Skills
SRO OPS 006A	Use and Maintain a Temporary or Overnight Site
SRX CAI 006A	Organise a Sport and Recreation Program
SRX CAI 007A	Conduct a Sport and Recreation Program
TDT C8 97	Drive Coaches/Buses
THT FTG 08A	Interpret Aspects of Local Aboriginal and Torres Strait Islanders Culture
THT FTO 03A	Set Up and Operate a Campsite
-	**Units from a Certificate III Outdoor Recreation Specialisation cluster**
-	**Units from a Certificate IV Outdoor Recreation Specialisation cluster**
-	**Units from the Certificate IV qualifications within Training Packages from other industries** (e.g. Retail, Hospitality, Tourism, Maritime, Seafood, Clerical/Administration, Community Services and Health, Community Recreation, Sport, Fitness)

Note 1: Training Packages are currently being developed within the Seafood industry and the Maritime industry. Competencies from within these Training Packages will also apply to those involved in Recreational Fishing or to those involved in the various aspects of Yachting. The units of competency, as defined within the Outdoor Recreation Industry Training Package, relate specifically to Recreational Fishing and Yachting and not to related competencies such as seamanship, coastal navigation etc, which are cross-industry in nature.

Note 2: In general, those involved in Instruction or Assessment must have the competencies at least to the same level, and preferably a level above, that which they are Instructing or Assessing (refer to the *Assessment Guidelines for the National Sport and Recreation Industry Training Packages).*

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SECTION B: OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE	
Title: Diploma of Outdoor Recreation (SRO50299)	
Qualification requirements = 9 Compulsory Units + 2 Outdoor Recreation Stream Units + two of the following *clusters* of units + 4 Electives	
Compulsory Units	
BSX FMI 501A	Manage Personal Work Priorities and Professional Development
BSX FMI 502A	Provide Leadership in the Workplace
BSX FMI 504A	Participate in, Lead and Facilitate Work Teams
BSX FMI 507A	Manage Quality Client Service
SRX COM 005A	Research, Prepare and Present Information
SRX IND 005A	Promote Compliance with Laws and Legal Principles
SRX OHS 003A	Establish, Maintain and Evaluate Occupational Health and Safety System in Order to Ensure that the Workplace is, so far as is Practicable, Safe and without Risks to the Health of Employees and Clients
SRX ORG 007A	Develop Teams and Individuals to Enhance Performance
SRX TEM 006A	Create, Maintain and Enhance Effective Working Relationships
Outdoor Recreation Stream Units	
SRX FAC 005A	Coordinate Facility and Equipment Acquisition and Maintenance
SRX RES 005A	Achieve an Efficient Use of Resources
Outdoor Recreation Specialisation clusters of units	
Abseiling - Natural surface	
SRO ABS 003A	Apply Abseiling Skills in a Broad Range of Contexts
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches
SRO ROP 010A	Perform Complex Vertical Rescues
Bushwalking	
SRO BWK 003A	Demonstrate Advanced Bushwalking Skills in a Broad Range of Areas and Conditions
SRO NAV 003A	Navigate in Remote or Trackless Areas in Extreme Environmental Conditions
SRO OPS 004A	Interpret Weather Conditions in the Field
Canoeing - Canoes (White water grade 3)	
SRO CAN 006A	Apply Complex Inland Canoeing/Kayaking Skills on Grade 3 Water
SRO WWR 003A	Perform a Comprehensive Range of White Water Rescues and Recoveries
Canoeing - Kayaks (White water grade 3)	
SRO WWR 003A	Perform a Comprehensive Range of White Water Rescues and Recoveries
SRO CAN 006A	Apply Complex Inland Canoeing/Kayaking Skills on Grade 3 Water
Canoeing - Sea kayaks (Difficult conditions)	
SRO CAN 007A	Apply Complex Sea Kayaking Skills in Difficult Conditions
SRO OPS 004A	Interpret Weather Conditions in the Field
SRO NAV 003A	Navigate in Remote or Trackless Areas in Extreme Environmental Conditions; **or**
-	Coastal Navigation unit (yet to be developed in Maritime Training Package)
Canyoning	
SRO ABS 003A	Apply Abseiling Skills in a Broad Range of Contexts
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches

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SRO ROP 010A	Perform Complex Vertical Rescues
Caving	
SRO ABS 003A	Apply Abseiling Skills in a Broad Range of Contexts
SRO CAV 006A	Rig Ladders in Complex and Non-Routine Situations
SRO CAV 007A	Rig a Complex Pitch Using Caving Specific Techniques
SRO CAV 008A	Demonstrate Vertical Caving Skills
SRO CAV 009A	Rig Multi Pitches in Complex Vertical Systems Using Caving Specific Techniques
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches
SRO ROP 010A	Perform Complex Vertical Rescues
Climbing - Natural surface	
SRO CLM 003A	Apply Climbing Skills in a Broad Range of Situations and Locations
SRO CLM 005A	Apply Lead Climbing Skills (Multi Pitch)
SRO ROP 007A	Select an Extensive Range of Suitable Anchors for Roping Activities
SRO ROP 008A	Establish Belay Systems for a Broad Range of Contexts
SRO ROP 009A	Use a Broad Range of Techniques to Rig Rope Pitches
SRO ROP 010A	Perform Complex Vertical Rescues
Horse Riding	
SRO EQU 009A	Select and Manage Horses for Beginner Riders
SRO EQU 010A	Determine Nutritional Requirements for Recreational or Competition Horses
SRO EQU 011A	Plan Conditioning and Training Programs for Recreational or Competition Horses
SRO EQU 012A	Train and Condition Horses for Trail Rides
SRO EQU 013A	Demonstrate Horse Riding Skills in Remote or Wilderness Areas
SRO EQU 014A	Manage Horse Illness/Injuries in Remote Areas
SRO EQU 015A	Lead Trail Rides in a Broad Range of Situations
Rafting (Grade 4 rapids)	
SRO RAF 003A	Apply Rafting Skills on Grade 4 Rapids
SRO WWR 003A	Perform a Comprehensive Range of White Water Rescues and Recoveries
Skiing - Ski touring	
SRO NAV 003A	Navigate in Remote or Trackless Areas in Extreme Environmental Conditions
SRO SKT 007A	Overnight Ski Tour in Difficult Terrain Using Advanced Ski Touring Skills
SRO SKT 008A	Apply Snow Craft Skills for Overnight Touring
Yachting - Ballasted Yachts (Ocean Skipper)	
SRO YAC 006A	Skipper a Ballasted Yacht in Ocean Waters
-	*Relevant unit(s) from Maritime Training Package re Offshore Navigation*
Yachting - Motor Cruiser (Ocean Skipper)	
SRO YMC 005A	Skipper a motor cruiser in ocean waters
-	Relevant unit(s) from Maritime Training Package re Offshore Navigation
Assessment 1	
BSZ 401A	Plan Assessment
BSZ 402A	Conduct Assessment
BSZ 403A	Review Assessment
Assessment 2	
BSZ 503A	Design and Establish the Assessment System
BSZ 504A	Manage the Training and Assessment System
BSZ 505A	Evaluate the Training and Assessment System
BSZ 506A	Develop Assessment Procedures
BSZ 507A	Develop Assessment Tools

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Guiding	
SRO ORE 007A	Guide Groups in a Broad Range of Outdoor Recreation Situations and Circumstances *(in another activity area)*
Instruction 1	
BSZ 404A	Train Small Groups
SRO ORE 008A	Instruct Outdoor Recreation Activity Skills
Instruction 2	
BSZ 405A	Plan and Promote a Training Program
BSZ 406A	Plan a Series of Training Sessions
BSZ 407A	Deliver Training Sessions
BSZ 408A	Review Training
Instruction 3	
BSZ 501A	Analyse Competency Requirements
BSZ 502A	Design and Establish the Training System
BSZ 508A	Design Training Courses
Sport and Recreation	
N/A	*Two units from within the Diploma of Sport and Recreation*
Elective Units	
PUA EMEO 03A	Administer Oxygen in an Emergency Situation
PUA OPEO 04A	Operate Communications Systems
SRO ABL 002A	Facilitate Adventure Based Learning Activities
SRO ABL 003A	Design and Facilitate Adventure Based Learning Programs Requiring Advanced Facilitation Techniques
SRO DRV 002A	Drive a 4WD Vehicle in Difficult Terrain Using Advanced Technique
SRO DRV 003A	Coordinate Recovery of a 4WD Vehicle Using Advanced Techniques
SRO INT 001A	Conduct Interpretation within an Outdoor Activity
SRO INT 002A	Develop Specialist Resources for Interpretative Activities
SRO NAV 003A	Navigate in Remote or Trackless Areas in Extreme Environmental Conditions
SRO OPS 004A	Interpret Weather Conditions in the Field
SRO OPS 005A	Apply Search and Rescue Skills
TDT C8 97	Drive Coaches/Buses
THT FTG 07A	Research and Share General Information on Aboriginal and Torres Strait Islanders Culture
THT FTG 08A	Interpret Aspects of Local Aboriginal and Torres Strait Islanders Culture
-	**Units from a Certificate IV Outdoor Recreation Specialisation cluster**
-	**Units from the Diploma qualifications within Training Packages from other industries** (e.g. Retail, Hospitality, Tourism, Maritime, Seafood, Clerical/Administration, Community Services and Health, Community Recreation, Sport, Fitness)

Note 1: Training Packages are currently being developed within the Seafood industry and the Maritime industry. Competencies from within these Training Packages will also apply to those involved in Recreational Fishing or to those involved in the various aspects of Yachting. The units of competency, as defined within the Outdoor Recreation Industry Training Package, relate specifically

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to Recreational Fishing and Yachting and not to related competencies such as seamanship, coastal navigation etc, which are cross-industry in nature.

Note 2: In general, those involved in Instruction or Assessment must have the competencies at least to the same level, and preferably a level above, that which they are Instructing or Assessing (refer to the *Assessment Guidelines for the National Sport and Recreation Industry Training Packages).*

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AUSTRALIAN LOCAL government Training

Local Government Training Package

QUALIFICATIONS FRAMEWORK SECTION C: CROSS-FUNCTIONAL QUALIFICATIONS FROM OTHER INDUSTRY TRAINING PACKAGES

LGA00

The national Industry Training Advisory Board for Local Government

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Preamble

Section C of the Local Government Qualifications Framework contains a range of qualifications drawn from four other industry Training Packages. Some of these Training Packages have been endorsed, others are still under development.

In providing an outline of the qualification requirements of the selected qualifications from the endorsed Training Packages, National Training Advisory Ltd (NTA) believes the information contained herein to be correct at the time of printing. NTA does not take responsibility for any errors or omissions that may have occurred in setting out this information. All relevant ITABs were contacted prior to submitting this Training Package for endorsement to confirm the content.

It is recognised that the content of Training Packages will be continually updated. Users of the qualifications contained in this part of the Qualifications Framework are advised to consult NTA or the relevant ITAB to confirm the content and status of the information provided.

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BSA97

ADMINISTRATION TRAINING PACKAGE

Qualifications Framework

INTRODUCTION TO ADMINISTRATION QUALIFICATIONS

There are five qualifications covering AQF levels 1 to 5 within the Local Government Qualifications Framework drawn from this Training Package. These are:

BSA10197	Certificate I in Business (Office Skills)
BSA20197	Certificate II in Business (Office Administration)
BSA30197	Certificate III in Business (Office Administration)
BSA40197	Certificate IV in Business (Administration)
BSA50197	Diploma of Business (Administration)

There are no electives at AQF Levels 1 and 2 of the Administration Competency Standards. All units are required in order to achieve a qualification outcome at these two levels. At AQF levels 3 to 5 three electives are required to achieve a qualification outcome.

Packaging Arrangements

The units are packaged across seven streams:

- Information Handling
- Communication
- Enterprise/Customer Service
- Technology
- Organisational
- Team
- Business Financial

Due to the cross-industry nature of this workforce and the diversity in administrative work, the career paths of individual administrative workers vary. In order to reflect the variety of skills and competencies that administrative positions require, appropriate units from other relevant Competency Standards can be included as electives. Training Packages for these industries must first be endorsed and the specific units agreed between the relevant ITABs.

For Further Information

Ms Clarice Bellenden
Executive Officer
Aspire Training and Consulting
Level 11
10 Queens Road
Melbourne VIC 3004

Ph: 03 9820 1300
Fax: 03 9690 0892
Email: national@aspiretraining.com.au

Ms Megan Lilly
General Manager
Business Services Training Australia
Level 7
163 Eastern Road
South Melbourne VIC 3205

Ph: 03 9645 7555
Fax: 03 9645 7556
Email: megan@bsitab.org

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SECTION C: ADMINISTRATION TRAINING PACKAGE	
Title: Certificate I in Business Office Skills) (BSA10197)	
Qualification requirements = 9 Units (9 Compulsory)	
Compulsory Units	
BSAINF101A	Handle Mail to Facilitate Communication
BSAINF102A	Handle Information to Maintain Access to and Security of Records
BSACOM101A	Receive and Pass on Messages to Facilitate Communication Flow
BSAENT101A	Apply Knowledge of Enterprise to Complete Routine Administrative Tasks
BSATEC101A	Operate a Range of Office Equipment to Complete Routine Tasks
BSATEC102A	Access and Retrieve Computer Data
BSAORG101A	Follow Established Work Schedules to Achieve Designated Team/Section Goals
BSATEM101A	Participate in a Team to Achieve Designated Tasks
BSAFIN101A	Prepare Routine Financial Documents

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SECTION C: ADMINISTRATION TRAINING PACKAGE	
Title: Certificate II in Business (Office Administration) (BSA20197)	
Qualification requirements = 13 Units (13 Compulsory)	
Compulsory Units	
BSAINF201A	Handle Mail to Facilitate Information Flow
BSAINF202A	Process and Analyse Information to Provide Access to and Security of Records
BSACOM201A	Receive and Pass on Oral Messages to Facilitate Effective Routine Communication
BSACOM202A	Receive and Pass on Written Information to Facilitate Communication Flow
BSAENT201A	Apply Knowledge of Enterprise to Promote its Products and Services
BSAENT202A	Follow OHS Policies and Procedures in the Workplace in Order to Ensure Own Safety and that of Others in the Workplace
BSATEC201A	Select, Operate and Maintain a Range of Office Equipment to Complete a Range of Tasks
BSATEC202A	Operate a Computer to Gain Access to and Retrieve Data
BSATEC203A	Operate a Computer to Produce Simple Documents
BSATEC204A	Organise the Copying and Collating of Documents
BSAORG201A	Organise Own Work Schedule to Achieve Designated Team/Section Goals
BSATEM201A	Participate in Allocation and Completion of Team Tasks
BSAFIN201A	Prepare and Process Financial Documentation for Cash Flow and Accounting Records

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SECTION C: ADMINISTRATION TRAINING PACKAGE

Title: Certificate III in Business (Office Administration) (BSA30197)

Qualification requirements = 13 Units (10 Compulsory + 3 Electives)
Electives may be chosen from below or from the Options list.

Compulsory Units	
BSAINF301A	Maintain Information Records System to Ensure its Integrity
BSACOM301B	Collect and Provide Information to Facilitate Communication Flow
BSAENT301A	Provide Information and Advice Regarding the Products/Services of the Enterprise to Meet Client Needs
BSAENT302A	Process Client Complaints to Ensure the Goals of the Enterprise are Met
BSATEC301B	Use the Advanced Functions of a Range of Office Equipment to Complete Daily Tasks
BSATEC302B	Design and Develop Documents, Reports and Worksheets
BSATEC303A	Maintain Computer Files
BSATEC304A	Operate and Maintain Computer Printer
BSAORG301A	Coordinate Own Work Schedule with that of Others to Achieve Agreed Team/Section Goals
BSATEM301A	Negotiate with Team Members to Allocate and Complete Tasks to Achieve Team Goals
Administration Elective Units	
BSAFIN301A	Maintain Daily Financial Records for Accounting Purposes
BSAFIN302A	Monitor Cash Control for Accounting Purposes
BSAFIN303A	Monitor Stock Levels to Maintain Enterprise Activities
BSAFIN304A	Process Payroll
BSAFIN305A	Maintain Financial Records for Reporting Purposes
BSAORG302A	Organise Schedule on Behalf of Others to Achieve Team/Section Goals
BSACOM302A	Take Dictation to Produce a Text

Options

- Choose 3 electives from the Information Technology User Support Competency Standards at Level 3
- Choose 3 electives from the national Records and Archives Competency Standards at Level 3
- Choose 3 equivalent electives from any other accredited national industry Competency Standards at Level 3

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SECTION : ADMINISTRATION TRAINING PACKAGE

Title: Certificate IV in Business (Administration) (BSA40197)

Qualification requirements = 9 Units (6 Compulsory + 3 Electives)
Electives may be chosen from below or from the Options list.

Compulsory Units	
BSAINF401B	Supervise an Established Records System to Ensure its Integrity
BSACOM401A	Organise and Provide Information in Response to Requests
BSAENT401A	Provide Advice in Order to Meet Current and Anticipated Client Requirements
BSATEC401A	Use the Advanced Functions of a Range of Office Equipment to Complete Daily Tasks
BSAORG402A	Plan Meetings to Enable the Stated Objectives of the Meetings to be Met
BSATEM401A	Supervise the Team to Ensure Team Goals are Achieved

Administration Elective Units	
BSATEC402A	Assist in Maintenance of a Computer System
BSATEC403B	Identify and Use New and Existing Technology to Meet the Needs of the Enterprise
BSATEC404B	Customise and Maintain Software
BSACOM402A	Take Dictation to Produce Complex Texts
BSAORG401B	Plan Business Trip and Associated Itinerary to Ensure Efficient Travel
BSAORG403B	Coordinate Administration of Team Project to Achieve Project Goals
BSATEM402A	Prepare, Deliver and Review Training for Team Members
BSAFIN401B	Produce Reports as Required for Cash Flow Forecasts and Budgetary Purposes

Options

- Choose 3 electives from the Information Technology User Support Competency Standards at Level 4
- Choose 3 electives from the national Records and Archives Competency Standards at Level 4
- Choose 3 equivalent electives from any other accredited national industry Competency Standards at Level 4

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SECTION C: ADMINISTRATION TRAINING PACKAGE

Title: Diploma of Business (Administration) (BSA50197)

Qualification requirements = 7 Units (4 Compulsory + 3 Electives)
Electives may be chosen from below or from the Options list.

Compulsory Units	
BSACOM501A	Initiate, Research and Prepare Specific Data/Information to Facilitate Communication Flow
BSAENT501A	Respond to the Changing Environment and Implement Strategies to Achieve Enterprise Goals
BSAORG501A	Manage Meetings to Achieve Identified Team/Section Goals
BSATEM501A	Manage the Team to Ensure Team Achievements Reflect Identified Enterprise Goals
Administration Elective Units	
BSAINF501B	Establish and Maintain a Records System to Ensure its Integrity
BSAINF502B	Establish and Maintain Library/Resource Collection
BSACOM502A	Coordinate Client Service in Order to Promote the Enterprise's Products and Services
BSAENT502A	Apply and Monitor Enterprise OHS to Ensure that all Members of the Work Group are Fully Informed
BSATEC501B	Manage Document Design and Production within the Enterprise
BSATEC502B	Manage the Establishment and Maintenance of a Work Group Network
BSAORG502A	Plan and Manage Conferences on Behalf of Management to Achieve Identified Goals
BSAORG503B	Plan and Establish Office Administration Systems and Procedures
BSAORG504B	Review Office Administration Systems and Procedures to Meet Changing Demands
BSATEM502A	Participate in Staff Selection to Ensure Team Goals are Achieved
BSATEM503A	Prepare for Training
BSATEM504A	Conduct Assessment
BSAFIN501A	Manage Payroll Records for Employee Salaries and Statutory Record Keeping Purposes
BSAFIN502B	Monitor and Control Disbursements within a Given Budget
BSAFIN503A	Manage and Control Stock Supply

Options

- Choose 3 electives from the Information Technology User Support Competency Standards at Level 5
- Choose 3 electives from the national Records and Archives Competency Standards at Level 5
- Choose 3 equivalent electives from any other accredited national industry Competency Standards at Level 5

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BSZ98

ASSESSMENT AND WORKPLACE TRAINING TRAINING PACKAGE

Qualifications Framework

INTRODUCTION TO ASSESSMENT AND WORKPLACE TRAINING QUALIFICATIONS

There are four units in this Training Package that can be undertaken below Certificate IV. These units are:

BSZ401A	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
BSZ404A	Train Small Groups

These units are recognised through a Statement of Attainment. These units are also nested in the Certificate IV.

There are two qualifications covering AQF levels 4 to 5 drawn from this Training Package that are incorporated into the Local Government Qualifications Framework. These are:

BSZ40198	Certificate IV in Assessment and Workplace Training
BSZ50198	Diploma of Training and Assessment Systems

Certificate IV applies to people for whom training is a large part of their job or a full job function within a structured assessment and training system. These people have considerable responsibility for training participants or employees.

The Diploma has been designed for people responsible for designing, implementing, managing and evaluating assessment and training systems. They may also be responsible for conducting competency needs analysis, establishing training systems, developing assessment tools and procedures.

Packaging Arrangements

The units of competency from this Training Package can be packaged with units from other Training Packages to produce a new qualification provided the overall qualification is appropriate within the AQF.

Customisation is designed to convey the enterprise or industry specific requirements without changing the skill level. The process involves no major changes to the standards; enterprise specific information is merely added to the national standards. By doing this the integrity of the national standards is maintained and the customised standard is still equivalent to the national standard. For queries in relation to customisation and requests of statements of equivalence contact the national Assessors and Workplace Trainers Body.

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For Further Information

Ms Jane Carnegie
National Assessors and Workplace Trainers Body
Level 7
163 Eastern Road
South Melbourne VIC 3205
Ph: 03 9645 7455
Fax: 03 9645 1556
Email: admin@bsitab.org

Ms Megan Lilly
General Manager
Business Services Training Australia
Level 7
163 Eastern Road
South Melbourne VIC 3205
Ph: 03 9645 7555
Fax: 03 9645 7556
Email: megan@bsitab.org

SECTION C: TRAINING PACKAGE FOR ASSESSMENT AND WORKPLACE TRAINING	
Title: Certificate IV in Assessment and Workplace Training (BSZ40198)	
Qualification requirements = 8 Units (8 Compulsory)	
Compulsory Units	
BSZ401A	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
BSZ404A	Train Small Groups
BSZ405A	Plan and Promote a Training Program
BSZ406A	Plan a Series or Training Sessions
BSZ407A	Deliver Training Sessions
BSZ408A	Review Training

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SECTION C: TRAINING PACKAGE FOR ASSESSMENT AND WORKPLACE TRAINING

Title: Diploma of Training and Assessment Systems (BSZ50198)

Qualification requirements = 13 Units (4 units from the 500 series below + 6 units chosen either from the 500 or 400 series units listed + 3 Options)

500 Series Units	
BSZ501A	Analyse Competency Requirements
BSZ502A	Design and Establish the Training System
BSZ503A	Design and Establish the Assessment System
BSZ504A	Manage the Training and Assessment System
BSZ505A	Evaluate the Training and Assessment System
BSZ506A	Develop Assessment Procedures
BSZ507A	Develop Assessment Tools
BSZ508A	Design Training Courses
400 Series Units	
BSZ401A	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
BSZ404A	Train Small Groups
BSZ405A	Plan and Promote a Training Program
BSZ406A	Plan a Series or Training Sessions
BSZ407A	Deliver Training Sessions
BSZ408A	Review Training

Options

- A minimum of 3 units relevant to assessment and workplace training from other Training Packages and appropriate to a Diploma level qualification

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ICA99

INFORMATION TECHNOLOGY TRAINING PACKAGE

Qualifications Framework

INTRODUCTION TO INFORMATION TECHNOLOGY QUALIFICATIONS

There are currently sixteen qualifications covering AQF levels 2 to 5 drawn from this Training Package that are incorporated into the Local Government Qualifications Framework. These are:

ICA20199	Certificate II in Information Technology
ICA30199	Certificate III in Information Technology (Software Applications)
ICA30299	Certificate III in Information Technology (General)
ICA30399	Certificate III in Information Technology (Network Administration)
ICA40199	Certificate IV in Information Technology (Client Support)
ICA40299	Certificate IV in Information Technology (Data Base Administration)
ICA40399	Certificate IV in Information Technology (Network Management)
ICA40499	Certificate IV in Information Technology (Multimedia)
ICA40599	Certificate IV in Information Technology (Technical Support)
ICA40699	Certificate IV in Information Technology (Programming)
ICA40799	Certificate IV in Information Technology (Systems Analysis and Design)
ICA50199	Diploma of Information Technology (Systems Administration)
ICA50299	Diploma of Information Technology (Software Development)
ICA50399	Diploma of Information Technology (Business Analysis)
ICA50499	Diploma of Information Technology (Network Engineering)
ICA50599	Diploma of Information Technology (Multimedia)

The qualifications in the Information Technology (IT) Training Package are designed to be as flexible as possible to reflect the dynamic nature of the IT workforce. The possibility of completing all of these qualifications through a New Apprenticeship pathway has been accommodated however state and federal policy determinations may influence the availability and/or desirability of some qualifications to be undertaken as New Apprenticeships. The qualifications are structures to achieve a desired mix of competencies in areas where there is the highest probability of an immediate employment outcome.

Each qualification in this Training Package is packaged into core and elective units. The ITAB has identified the qualification outcomes for each of the specified qualification in the package. These are set out in brief below:

Certificate II in Information Technology ICA20199 provides fundamental skills in IT and is seen as providing foundation skills for anyone. This qualification can be obtained through a variety of on and off-the-job combinations. This qualification can also be obtained during the final years of secondary school education.

Certificate III in Information Technology (Software Applications) ICA30199 provides skills in advanced use of applications. A person with these competencies could provide basic software support to a unit or branch within an organisation. Once completing this group of competencies an individual should hold the suggested entry competencies for the Certificate IV in Information Technology (Client Support). This qualification can be obtained through a variety of on and off-the-job combinations.

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Certificate III in Information Technology (General) ICA30299 provides skills in basic use of a range of technologies. A person competent in these competencies could provide basic diagnostic support in an organisation with a range of technologies. Once completing this group of competencies an individual should hold the suggested entry competencies for the Certificate IV in Information Technology (Data Base Administration), Certificate IV in Information Technology (Multimedia), Certificate IV in Information Technology (Technical Support) or Certificate IV in Information Technology (Programming).

Certificate III in Information Technology (Network Administration) ICA30399 provides skills in network administration. A person competent in these competencies could work as a network administrator within an organisation. There are several vendor courses that equate to this qualification. A person completing this group of competencies should hold the suggested entry competencies for the Certificate IV in Information Technology (Network Management). This qualification can be obtained through a variety of on and off-the-job combinations.

Certificate IV in Information Technology (Client Support) ICA40199 provides skills for support roles within organisations. A person competent in these competencies could work in a range of support roles. This qualification can be obtained through a variety of on and off-the-job competencies.

Certificate IV in Information Technology (Data Base Administration) ICA40299 provides skills for data base administration. A person competent in these competencies could work in data base administration for an organisation. There are several vendor courses that service this qualification.

Certificate IV in Information Technology (Network Management) ICA40399 provides skills for network management. A person competent in these competencies could work as a network manager within an organisation. This qualification can be obtained through a variety of on and off-the-job combinations. A person completing this group of competencies should hold the suggested entry competencies for the Diploma of Information Technology (Network Engineering).

Certificate IV in Information Technology (Multimedia) ICA40499 provides skills in designing, developing and utilising basic multimedia briefs. A person competent in these competencies could work as a web designer or on-line service support. A person completing this group of competencies should hold the suggested entry competencies for the Diploma of Information Technology (Multimedia). This qualification can be obtained through a variety of on and off-the-job combinations.

Certificate IV in Information Technology (Technical Support) ICA40599 provides skills for support roles within organisations. A person competent in these competencies could work in a range of technical support roles. A person completing this group of competencies should hold the suggested entry competencies for the Diploma of Information Technology (Systems Administration). This qualification can be obtained through a variety of on and off-the-job combinations.

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Certificate IV in Information Technology (Programming) ICA40699 provides skills for basic programming requirements. A person competent in these competencies could work as a junior team member in an implementation project or in a technical support role. A person completing this group of competencies should hold the suggested entry competencies for the Diploma of Information Technology (Software Development).

Certificate IV in Information Technology (Systems Analysis and Design) ICA40799 provides skills for business analysis and design. A person competent in these competencies could work as a junior team member in a range of IT departments or IT projects. A person completing this group of competencies should hold the suggested entry competencies for the Diploma of Information Technology (Business Analysis).

Diploma of Information Technology (Systems Administration) ICA50199 provides skills for the management and maintenance of systems. A person competent in these competencies could work in the area of systems management. There are several entry competencies identified in the competency groupings which would assist a person to complete this course.

Diploma of Information Technology (Software Development) ICA50299 provides skills in programming and software development. A person competent in these competencies could work in the area of programming. There are several suggested entry competencies identified in the competency groupings which would assist a person to complete this course.

Diploma of Information Technology (Business Analysis) ICA50399 provides skills in business analysis. A person competent in these competencies could work in the area of information systems and business analysis. There are several entry competencies identified in the competency groupings which would assist a person to complete this course.

Diploma of Information Technology (Network Engineering) ICA50499 provides skills in network engineering. A person competent in these competencies could work in the area of network engineering. There are several entry competencies identified in the competency groupings which would assist a person to complete this course.

Diploma of Information Technology (Multimedia) ICA50599 provides skills in designing, developing, utilising and securing multimedia. A person competent in these competencies could work in the area of online services and multimedia development. There are several entry competencies identified in the competency groupings which would assist a person to complete this course.

The Australian Computer Society (ACS) was closely involved in developing this Training Package and as a result, the qualifications contained within this Training Package now form the basis for membership of the ACS. In principle agreement by the ACS will allow for:

- an individual who is undertaking qualifications up to and including AQF Certificate IV can seek Student Membership with the ACS
- an individual who has been awarded an AQF 5 (Diploma) can seek Associate Member status with the ASC.

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For Further Information

Mr Leo Van Neuren
Executive Officer
Information Technology and Telecommunications ITAB
Suite 3, 139 Queensberry Street
Carlton South VIC 3053

Ph: 03 9349 4955
Fax: 03 9349 4844
Email: leo.vn@ittitab.com.au

SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE	
Title: Certificate II in Information Technology (ICA20199)	
Qualification requirements = 15 Units (11 Compulsory + 4 Electives) *Two of the Electives must be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.*	
Compulsory Units	
ICAITTW001B	Work Effectively in an Information Technology Environment
ICAITTW002B	Communicate in the Workplace
ICAITU004B	Apply Occupational Health and Safety Procedures
ICAITU005B	Operate Computer Hardware
ICAITU006B	Operate Computing Packages
ICAITU007B	Maintain Equipment and Consumables
ICAITU012B	Design Organisational Documents Using Commercial Computing Packages
ICAITU013B	Integrate Commercial Computing Packages
ICAITS014B	Connect Hardware Peripherals
ICAITS015B	Install Software Applications
ICAITS017B	Maintain System Integrity
Information Technology Electives	
ICAITD003B	Receive and Process Oral and Written Communication
ICAITS008B	Maintain Equipment/Software Inventory
ICAITS009B	Interact with Clients
ICPMM11bA	Identify Components of Multimedia
ICPMM63bA	Access the Internet
ICAITS016B	Record Client Support Requirement
ICAITS010B	Apply Problem Solving Techniques to Achieve Organisation Goals
ICAITTW011B	Participate in a Team and Individually to Achieve Organisation Goals
ICAITS022B	Determine Client Computing Problems and Action
ICAITS121A	Administer Network Peripherals

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate III in Information Technology (Software Applications) (ICA30199)

Qualification requirements = 12 Units (8 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
ICAITU018B	Develop Macros and Templates for Clients using Standard Products
ICAITU028B	Customise Packaged Software Applications for Clients
ICAITS031B	Provide Advice to Clients
ICAITU126A	Use Advanced Features of Computer Applications
ICAITD128A	Create User and Technical Documentation
ICAITS020B	Install and Optimise System Software
ICAITS025B	Run Standard Diagnostic Tests
ICAITU019B	Migrate to New Technology
Information Technology Electives	
ICAITS115A	Maintain Equipment and Software in Working Order
ICAITS021B	Connect Internal Hardware Components
ICAITS029B	Install Network Hardware to a Network
ICAITB070A	Create Code for Applications
ICAITU127A	Operate System Software
ICAITI101A	Install and Manage Network Protocols
ICAITTTW027B	Relate to Clients on a Business Level
ICAITS024B	Provide Basic System Administration
ICAITS030B	Install Software to Networked Computers
ICAITS032B	Provide Network Systems Administration
ICAITS023B	Provide One to One Instruction
ICAITS121A	Administer Network Peripherals
ICPMM65dA	Create Web Pages with Multimedia
PMX401A	Apply Skills in Project Integration

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE	
Title: Certificate III in Information Technology (General) (ICA30299)	
Qualification requirements = 15 Units (11 Compulsory + 4 Electives *Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.*	
Compulsory Units	
ICAITU019B	Migrate to New Technology
ICAITS024B	Provide Basic System Administration
ICAITS025B	Run Standard Diagnostic Tests
ICAITS115A	Maintain Equipment and Software in Working Order
ICAITS021B	Connect Internal Hardware Components
ICAITU018B	Develop Macros and Templates for Clients using Standard Products
ICAITD128A	Create User and Technical Documentation
ICAITS031B	Provide Advice to Clients
ICAITU126A	Use Advanced Features of Computer Applications
ICAITS032B	Provide Network Systems Administration
ICAITS020B	Install and Optimise System Software
Information Technology Electives	
ICAITS029B	Install Network Hardware to a Network
ICAITU028B	Customise Packaged Software Applications for Clients
ICAITI101A	Install and Manage Network Protocols
PMX401A	Apply Skills in Project Integration
ICAITS034B	Determine and Action Network Problem
ICAITS116A	Undertake Capacity Planning
ICAITI097A	Install and Configure a Network
ICAITI100A	Build an Internet Infrastructure
ICAITS030B	Install Software to Networked Computers
ICAITS117A	Maintain Custom Software
ICAITS121A	Administer Network Peripherals
ICAITS023B	Provide One to One Instruction
ICAITB060A	Identify Physical Data Base Requirements
ICAITU127A	Operate System Software

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate III in Information Technology (Network Administration) (ICA30399)

Qualification requirements = 15 Units (11 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
ICAITS025B	Run Standard Diagnostic Tests
ICAITS121A	Administer Network Peripherals
ICAITS031B	Provide Advice to Clients
ICAITS032B	Provide Network Systems Administration
ICAITU126A	Use Advanced Features of Computer Applications
ICAITS020B	Install and Optimise System Software
ICAITD128A	Create User and Technical Documentation
ICAITS120A	Administer and Configure a Network Operating System
ICAITI101A	Install and Manage Network Protocols
ICAITS024B	Provide Basic System Administration
ICAITS034B	Determine and Action Network Problem
Information Technology Electives	
ICAITU019B	Migrate to New Technology
ICAITS115A	Maintain Equipment and Software in Working Order
ICAITS021B	Connect Internal Hardware Components
ICAITU028B	Customise Packaged Software Applications for Clients
ICAITU018B	Develop Macros and Templates for Clients Using Standard Procedures
ICAITS010B	Apply Problem Solving Techniques to Achieve Organisation Goals
ICAITS117A	Maintain Custom Software
ICAITS106A	Action and Complete Change Requests
ICAITS023B	Provide One to One Instruction
ICAITTW027B	Relate to Clients on a Business Level
ICAITTW011B	Participate in a Team and Individually to Achieve Organisational Goals
ICAITTD003B	Receive and Process Oral and Written Communication
PMX401A	Apply Skills in Project Integration

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate IV in Information Technology (Client Support) (ICA40198)

Qualification requirements = 17 Units (13 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX401A	Apply Skills in Project Integration
PMX403A	Apply Skills in Time Management
ICAITU018B	Develop Macros and Templates for Clients Using Standard Products
ICAITU019B	Migrate to New Technology
ICAITS023B	Provide One to One Instruction
ICAITS024B	Provide Basic System Administration
ICAITS025B	Run Standard Diagnostic Tests
ICAITTW027B	Relate to Clients on a Business Level
ICAITU028B	Customise Packaged Software Applications
ICAITS030B	Install Software to Networked Computers
ICAITS031B	Provide Advice to Clients
ICAITS032B	Provide Network Systems Administration
ICAITS034B	Determine and Action Network Problems
Information Technology Electives	
ICAITS035B	Assist with Analysis of Emerging Technology
ICAITS022B	Determine Client Computing Problems and Action
ICAITS020B	Install and Optimise System Software
ICAITS021B	Connect Internal Hardware Components
ICAITS121A	Administer Network Peripherals
ICAITS120A	Administer and Configure a Network Operating System
ICAITS107A	Rectify System Faults on a Live System
ICAITS109A	Evaluate System Status
ICAITTW026B	Coordinate and Maintain Teams
ICAITS033B	Assist with Policy Development for Client Support Procedures
ICAITS029B	Install Network Hardware to a Network
ICAITS115A	Maintain Equipment and Software in Working Order
ICAITU127A	Operate System Software
ICAITS108A	Complete Data Base Backup and Recovery
ICAITS113A	Identify and Resolve Common Data Base Performance Problems
ICAITS124A	Monitor and Administer Network Security

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate IV in Information Technology (Data Base Administration) (ICA40299)

Qualification requirements = 21 Units (17 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX401A	Apply Skills in Project Integration
ICAITS020B	Install and Optimise System Software
ICAITB060A	Identify Physical Data Base Requirements
ICAITB061A	Monitor Physical Data Base Implementation
ICAITU127A	Operate System Software
ICAITS024B	Provide Basic System Administration
ICAITS106A	Action and Complete Change Requests
ICAITS119A	Monitor and Administer System Security
ICAITB070A	Create Code for Applications
ICAITD128A	Create User and Technical Documentation
ICAITS108A	Complete Data Base Backup and Recovery
ICAITS113A	Identify and Resolve Common Data Base Performance Problems
ICAIT125A	Monitor and Administer a Data Base
ICAITS031B	Provide Advice to Clients
ICAITS030B	Install Software to Networked Computers
ICAITS025B	Run Standard Diagnostic Tests
ICAITU126A	Use Advanced Features of Computer Applications

Information Technology Electives	
ICAITU019B	Migrate to New Technology
ICAITU028B	Customise Packaged Software Applications for Clients
ICAITS022B	Determine Client Computing Problems and Action
ICAITS023B	Provide One to One Instruction
ICAITS109A	Evaluate System Status
ICAITW027B	Relate to Clients on a Business Level
ICAITS114A	Implement Maintenance Procedures
ICAITS115A	Maintain Equipment and Software in Working Order
ICPMM65dA	Create Web Pages with Multimedia
ICAITS110A	Implement System Software Changes
ICAITS107A	Rectify System Faults on a Live System
ICAITS112A	Optimise System Performance
ICAITS032B	Provide Network Systems Administration
ICAITS117A	Maintain Custom Software
ICAITS121A	Administer Network Peripherals
ICAITI101A	Install and Manage Network Protocols
ICAITTW026B	Coordinate and Maintain Work Teams
ICAITS035B	Assist with Analysis of Emerging Technology
ICAITU018B	Develop Macros and Templates for Clients Using Standard Procedures

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate IV in Information Technology (Network Administration) (ICA40399)

Qualification requirements = 19 Units (15 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
ICAITI097A	Install and Configure a Network
ICAITS116A	Undertake Capacity Planning
ICAITS020B	Install and Optimise System Software
ICAITS124A	Monitor and Administer Network Security
ICAITS107A	Rectify System Faults on a Live System
ICAITS112A	Optimise System Performance
PMX401A	Apply Skills in Project Integration
ICAITS030B	Install Software to Networked Computers
ICAITS029B	Install Network Hardware to a Network
ICAITU126A	Use Advanced Features of Computer Applications
ICAITS034B	Determine and Action Network Problem
ICAITU127A	Operate System Software
ICAITI100A	Build an Internet Infrastructure
ICAITS106A	Action and Complete Change Requests
ICAITTW027B	Relate to Clients on a Business Level
Information Technology Electives	
ICAITS110A	Implement System Software Changes
ICAITS114A	Implement Maintenance Procedures
ICAITS108A	Complete Data Base Backup and Recovery
ICAITS113A	Identify and Resolve Common Data Base Performance Problems
PMX403A	Apply Skills in Time Management
PMX405A	Apply Skills in Quality Management
ICAITU019B	Migrate to New Technology
ICPMM65dA	Create Web Pages with Multimedia
ICAIT125A	Monitor and Administer a Data Base
ICAITTW026B	Coordinate and Maintain Work Teams
ICAITS035B	Assist with Analysis of Emerging Technology
ICAITS115A	Maintain Equipment and Software in Working Order
ICAITS109A	Evaluate System Status
ICAITS021B	Connect Internal Hardware Components
ICAITU028B	Customise Packaged Software Applications for Clients

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate IV in Information Technology (Multimedia) (ICA40499)

Qualification requirements = 30 Units (26 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX401A	Apply Skills in Project Integration
PMX403A	Apply Skills in Time Management
PMX404A	Apply Skills in Cost Management
PMX405A	Apply Skills in Quality Management
ICAITTW027B	Relate to Clients on a Business Level
ICAITD128A	Create User and Technical Documentation
ICAITS031B	Provide Advice to Clients
ICPMM65dA	Create Web Pages with Multimedia
ICPMM67dA	Plan Interface Design
ICPMM21cA	Capture a Digital Image
ICPMM41cA	Incorporate Text with Multimedia Presentations
ICPMM42cA	Incorporate 2D Graphics into Multimedia
ICPMM43cA	Incorporate Digital Photography into Multimedia Presentations
ICAITU126A	Use Advanced Features of Computer Applications
ICAITU013b	Integrate Commercial Computing Packages
ICPMM11bA	Identify Components of Multimedia
ICPPP11cA	Develop a Detailed Design Concept
ICAITB070A	Create Code for Applications
ICAITB075A	Use a Library or Pre-existing Component
ICAITAD058A	Apply Skills in Object Oriented Design
ICAITAD041A	Determined Client Business Expectations and Needs
ICAITS124A	Monitor and Administer Network Security
ICPMM44cA	Incorporate Audio into Multimedia Presentations
ICPMM45cA	Incorporate Animation into Multimedia Presentations
ICPMM46cA	Incorporate Video into Multimedia Presentations
ICPMM47cA	Incorporate 3D Modelling into Multimedia Presentations

Information Technology Electives	
ICAITAD051A	Develop Client User Interface
ICAITTW026B	Coordinate and Maintain Work Teams
ICAITS116A	Undertake Capacity Planning
ICAITI101A	Install and Manage Network Protocols
ICAITS030B	Install Software to Networked Computers
ICAITS035B	Assist with Analysis of Emerging Technologies
ICAITU019B	Migrate to New Technology
ICAITU028B	Customise Packaged Software Applications for Clients
ICAITI097A	Install and Configure a Network
ICAITI100A	Build an Internet Infrastructure

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate IV in Information Technology (Technical Support) (ICA40599)

Qualification requirements = 21 Units (17 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX401A	Apply Skills in Project Integration
PMX403A	Apply Skills in Time Management
PMX404A	Apply Skills in Cost Management
PMX405A	Apply Skills in Quality Management
ICAITS107A	Rectify Faults on a Live System
ICAITS021B	Connect Internal Hardware Components
ICAITS031B	Provide Advice to Clients
ICAITS115A	Maintain Equipment and Software in Working Order
ICAITU127A	Operate System Software
ICAITS112A	Optimise System Performance
ICAITTW027B	Relate to Clients on a Business Level
ICAITS109A	Evaluate System Status
ICAITU019B	Migrate to New Technology
ICAITS023B	Provide One to One Instruction
ICAITS022B	Determine Client Computing Problems and Action
ICAITS030B	Install Software to Networked Computers
ICAITS032B	Provide Network Systems Administration
ICAITS124A	Monitor and Administer Network Security
Information Technology Electives	
ICAITS029B	Install Network Hardware to a Network
ICAITTW026B	Coordinate and Maintain Work Teams
ICAITS120A	Administer and Configure a Network Operating System
ICAITI101A	Install and Manage Network Protocols
ICAITS033B	Assist with Policy Development for Client Support Procedures
ICAITS035B	Assist with Analysis of Emerging Technologies
ICAITS034B	Determine and Action Network Problem
ICAITI100A	Build an Internet Infrastructure
ICPMM65dA	Create Web Pages with Multimedia
ICAITS106A	Action and Complete Change Requests
ICAITS024B	Provide Basic System Administration
ICAITS116A	Undertake Capacity Planning
ICAITS121A	Administer Network Peripherals
ICAITI099A	Build an Intranet
ICAITS020B	Install and Optimise System Software
ICAITS108A	Complete Data Base Backup and Recovery
ICAITS113A	Identify and Resolve Common Data Base Performance Problems

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate IV in Information Technology (Programming) (ICA40699)

Qualification requirements = 16 Units (12 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX401A	Apply Skills in Project Integration
PMX403A	Apply Skills in Time Management
PMX404A	Apply Skills in Cost Management
PMX405A	Apply Skills in Quality Management
ICAITAD058A	Apply Skills in Object Oriented Design
ICAITB075A	Use a Library or Pre-existing Component
ICAITTW027B	Relate to Clients on a Business Level
ICAITB064A	Prepare Software Development Review
ICAITB070A	Create Code for Applications
ICAITB076A	Implement Configuration Management
ICAITS022B	Determine Client Computing Problems and Action
ICAITAD051A	Develop Client User Interface

Information Technology Electives	
ICAITU019B	Migrate to New Technology
ICAITS115A	Maintain Equipment and Software in Working Order
ICAITS021B	Connect Internal Hardware Components
ICAITT078A	Perform Unit Test
ICAITT079A	Perform Integration Test
ICAITT080A	Perform Specific Unit Test for OO Class
ICAITU127A	Operate System Software
ICAITU028B	Customise Packaged Software Applications for Clients
ICAITU018B	Develop Macros and Templates for Clients Using Standard Procedures
ICAITS030B	Install Software to Networked Computers
ICAITS020B	Install and Optimise System Software
ICAITI091A	Conduct Post Implementation Review
ICAITS116A	Undertake Capacity Planning
ICAITS120A	Administer and Configure a Network Operating System
ICAITAD057A	Manage a Reuse Library
ICAITI101A	Install and Manage Network Protocols
ICAITS124A	Monitor and Administer Network Security
ICAITS117A	Maintain Custom Software
ICAITS109A	Evaluate System Status
ICIATTW026B	Coordinate and Maintain Work Teams
ICAITS035B	Assist with Analysis of Emerging Technologies
ICAITS023B	Provide One to One Instruction
ICPMM65dA	Create Web Pages with Multimedia
ICAITI100A	Build an Internet Infrastructure
ICAITU126A	Use Advanced Features of Computer Applications

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Certificate IV in Information Technology (Systems Analysis and Design) (ICA40799)

Qualification requirements = 17 Units (13 Compulsory + 4 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX401A	Apply Skills in Project Integration
PMX403A	Apply Skills in Time Management
PMX404A	Apply Skills in Cost Management
PMX405A	Apply Skills in Quality Management
ICAITB076A	Implement Configuration Management
ICAITSP037A	Contribute to the Development of a Strategy Needs
ICAITD041A	Determine Client Business Expectations and Needs
ICAITTW026B	Coordinate and Maintain Work Teams
ICAITTW027B	Relate to Clients on a Business Level
ICAITAD043A	Develop and Present a Feasibility Report
ICAITB059A	Develop Detailed Technical Design
ICAITAD042A	Confirm Client Business Needs
ICAITU019B	Migrate to New Technology
Information Technology Electives	
ICAITS116A	Undertake Capacity Planning
ICAITB070A	Create Code for Applications
ICAITAD056A	Prepare Disaster Recovery/Contingency Plans
ICAITAD044A	Develop System Infrastructure Design Plan
ICAITAD046A	Model Preferred Systems Solutions
ICAITAD047A	Determine Specifications for the Project
ICAITS035B	Assist with Analysis of Emerging Technology
ICAITS030B	Install Software to Networked Computers
ICAITS020B	Install and Optimise System Software
ICAITS024B	Provide Basic System Administration
ICAITS023B	Provide One to One Instruction
ICAITS109A	Evaluate System Status
ICAITS021B	Connect Internal Hardware Components
ICAITU127A	Operate System Software
ICAITU028B	Customise Packaged Software Applications
ICAITI091A	Conduct Post Implementation Review

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Diploma of Information Technology (Systems Administration) (ICA50199)

Qualification requirements = 23 Units (17 Compulsory + 6 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
ICAITS104A	Determine Maintenance Strategy
ICAITS105A	Coordinate Change Requests
ICAITS111A	Manage and Review Delivery of Maintenance Services
ICAITS118A	Manage System Security
PMX508A	Guide Application of Risk Management
PMX507A	Guide Application of Communications Management
ICAITAD042A	Confirm Client Business Needs
ICAITI089A	Implement System Components and Hand Over
ICAITI090A	Conduct Pre-installation Audit for Software Installation
ICAITAD056A	Prepare Disaster Recovery/Contingency Plans
ICAITT084A	Perform Stress and Loading Test of Integrated Platform
ICAITS116A	Undertake Capacity Planning
ICAITTW026B	Coordinate and Maintain Work Teams
ICAITS035B	Assist with Analysis of Emerging Technology
ICAITT081A	Perform Systems Test
ICAITAD041A	Determine Client Business Expectations and Needs
ICAITT082A	Manage the Testing Process
Information Technology Electives	
PMX501A	Guide Application of Project Integrative Processes
PMX502A	Guide Application of Scope Management
PMX503A	Guide Application of Time Management
PMX504A	Guide Application of Cost Management
PMX505A	Guide Application of Quality Management
PMX506A	Guide Application of Human Resources
PMX509A	Guide Application of Procurement Management
ICAITAD046A	Model Preferred System Solutions
ICAITB070A	Create Code for Applications
ICAITI092A	Document Operational Procedures
ICAITI093A	Prepare Structured Training for Clients
ICAITI094A	Deliver Structured Training for Clients
ICAITI095A	Review Structured Training for Clients
ICAITI096A	Complete Data Transition
ICAITSP040A	Manage and Review Contracts
ICAITS033B	Assist with Policy Development for Client Support Procedures
ICAITAD043A	Develop and Present a Feasibility Report
ICAITB059A	Develop Detailed Technical Design
ICAITT077A	Develop Detailed Test Plan
ICAITS102A	Establish and Maintain Client User Liaison
ICAITS103A	Establish and Maintain Client User Liaison During Support Activity
ICAITSP038A	Set Strategic Plans
ICAITSP039A	Match the IT Needs with the Strategic Direction of the Enterprise
ICAITI091A	Conduct Post Implementation Review

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE	
Title: Diploma of Information Technology (Software Development) (ICA50299)	
Qualification requirements = 23 Units (17 Compulsory + 6 Electives) *Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.*	
Compulsory Units	
PMX501A	Guide Application of Project Initiative
PMX602A	Manage Scope
PMX604A	Manage Cost
PMX605A	Manage Quality
ICAITAD048A	Develop Configuration Management
ICAITB069A	Develop Software
ICAITAD041A	Determine Client Business Expectations and Needs
ICAITT082A	Manage the Testing Process
ICAITT083A	Develop and Conduct Client Acceptance Tests
ICAITAD050A	Develop Detailed Component Specification for Project Specification
ICAITB059A	Develop Detailed Technical Design
ICAITT077A	Develop Detailed Test Plan
ICAITT079A	Perform Integration Tests
ICAITAD042A	Confirm Client Business Needs
ICAITAD043A	Develop and Present a Feasibility Report
ICAITAD056A	Prepare Disaster Recovery/Contingency Plans
ICAITS117A	Maintain Custom Software
Information Technology Electives	
ICAITAD044A	Develop System Infrastructure Design Plan
ICAITAD046A	Model Preferred System Solutions
ICAITB065A	Prepare the Build Phase
ICAITAD049A	Develop Logical Abstraction from Requirements (OOA)
ICAITAD051A	Develop Client User Interface
ICAITB072A	Develop Integration Blueprint
ICAITB073A	Pilot the Developed System
ICAITB068A	Build Using RAD
ICAITB074A	Monitor the System Pilot
ICAITI090A	Conduct Pre-installation Audit for Software Installation
ICAITI091A	Conduct Post Implementation Review
ICAITT078A	Perform Unit Test
ICAITT080A	Perform Specific Unit Test for OO Class
ICAITAD055A	Determine Transition Strategy
ICAITSP036A	Modify IT Strategy to Meet Business Solutions Requirements
ICAITSP037A	Contribute to the Development of a Strategy Plan
ICAITB060A	Identify Physical Data Base Requirements
ICAITB061A	Monitor Physical Data Base Implementation
ICAITAD052A	Design IT Security Framework
ICAITAD054A	Validate Quality and Completeness of Design
ICAITB071A	Review Developed Software
ICAITB066A	Coordinate the Build Phase
ICAITB067A	Prepare for Software Development using RAD
ICAITB062A	Perform Data Conversion

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ICAITB063A	Monitor Data Conversion
ICAITAD053A	Design System Security and Controls
ICAITT084A	Perform Stress and Loading Test of Integrated Platform

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Diploma of Information Technology (Business Analysis) (ICA50399)

Qualification requirements = 22 Units (16 Compulsory + 6 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX501A	Guide Application of Project Initiative
PMX602A	Manage Scope
PMX604A	Manage Cost
PMX605A	Manage Quality
PMX606A	Manage Human Resources
PMX607A	Manage Communications
PMX608A	Manage Risk
PMX609A	Manage Procurement
ICAITSO036A	Modify IT Strategy to Meet Business Solutions Requirements
ICAITAD050A	Develop Detailed Component Specification from Project Specification
ICAITB059A	Develop Detailed Technical Design
ICAITT077A	Develop Detailed Test Plan
ICAITAD042A	Confirm Client Business Needs
ICAITAD043A	Develop and Present a Feasibility Report
ICIATB074A	Monitor the System Pilot
ICAITAD056A	Prepare Disaster Recovery/Contingency Plans

Information Technology Electives	
PMX601A	Manage Project Integration
PMX603A	Manage Time
ICAITT083A	Develop and Conduct Client Acceptance Tests
ICAITAD044A	Develop System Infrastructure Design Plan
ICAITAD046A	Model Preferred System Solutions
ICAITB072A	Develop Integration Blueprint
ICAITB073A	Pilot the Developed System
ICAITAD052A	Design IT Security Framework
ICAITAD054A	Validate Quality and Completeness of Design
ICAITB064A	Prepare Software Development Review
ICAITB071A	Review Developed Software
ICAITI090A	Conduct Pre Installation Audit of Software Installation
ICAITB066A	Coordinate the Build Phase
ICAITB067A	Prepare for Software Development using RAD
ICAITI085A	Review Site for Implementation
ICAITI086A	Scope Implementation Requirements
ICAITI087A	Acquire System Components
ICAITI088A	Evaluate and Negotiate Vendor Offerings
ICAITS104A	Determine Maintenance Strategy
ICAITAD053A	Design System Security and Controls
ICAITSP038A	Set Strategic Plans
ICAITSP039A	Match the IT Needs with the Strategic Direction of the Enterprise
ICAITSP040A	Manage and Review Contracts
ICAITI091A	Conduct Post Implementation Review

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Diploma of Information Technology (Network Engineering) (ICA50499)

Qualification requirements = 23 Units (17 Compulsory + 6 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX501A	Guide Application of Project Initiative
PMX602A	Manage Scope
PMX604A	Manage Cost
PMX605A	Manage Quality
PMX606A	Manage Human Resources
PMX607A	Manage Communications
PMX608A	Manage Risk
PMX609A	Manage Procurement
ICAITI098A	Install and Manage Complex Networks
ICAITAD043A	Develop and Present a Feasibility Report
ICAITAD045A	Produce Network/Communication Design
ICAITAD044A	Develop System Infrastructure Design Plan
ICAITI099A	Build an Intranet
ICAITS123A	Manage Network Security
ICAITS122A	Troubleshoot and Resolve Network Problems
ICAITB070A	Create Code for Applications
ICAITAD056A	Prepare Disaster Recovery/Contingency Plans

Information Technology Electives	
ICAITSP036A	Modify IT Strategy to Meet Business Solutions Requirements
ICAITB074A	Monitor the System Pilot
ICAITAD047A	Determine Specifications for the Project
ICAITS112A	Optimise System Performance
PMX601A	Manage Project Integration
PMX603A	Manage Time
ICAITT083A	Develop and Conduct Client Acceptance Tests
ICAITI093A	Prepare Structured Training for Clients
ICAITI094A	Deliver Structured Training for Clients
ICAITI095A	Review Structured Training for Clients
ICAITI096A	Complete Data Transition
ICAITB062A	Perform Data Conversion
ICAITT077A	Develop Detailed Test Plan
ICAITAD042A	Confirm Client Business Needs
ICAITB059A	Develop Detailed Technical Plan
ICAITI091A	Conduct Post Implementation Review
ICAITB072A	Develop Integration Blueprint
ICAITI085A	Review Site for Implementation
ICAITI086A	Scope Implementation Requirements
ICAITI087A	Acquire System Components
ICAITI088A	Evaluate and Negotiate Vendor Offerings
ICAITS104A	Determine Maintenance Strategy
ICAITAD053A	Design System Security and Controls
ICAITB063A	Monitor Data Conversion

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SECTION C: INFORMATION TECHNOLOGY TRAINING PACKAGE

Title: Diploma of Information Technology (Multimedia Integration) (ICA50599)

Qualification requirements = 29 Units (23 Compulsory + 6 Electives)
Two of the Electives be chosen from the electives listed below; the other two may be drawn from any other nationally endorsed Training Package.

Compulsory Units	
PMX501A	Guide Application of Project Initiative
PMX602A	Manage Scope
PMX604A	Manage Cost
PMX605A	Manage Quality
PMX606A	Manage Human Resources
PMX607A	Manage Communications
PMX608A	Manage Risk
PMX609A	Manage Procurement
ICAITT077A	Develop Detailed Test Plan
ICAITAD043A	Develop and Present a Feasibility Report
ICAITT083A	Develop and Conduct Client Acceptance Tests
ICAITAD052A	Design IT Security Framework
ICPPP11dA	Undertake a Complex Design Brief
ICAITI100A	Build an Internet Infrastructure
ICPMM61dA	Prepare Multimedia for Different Platforms
ICPMM81eA	Manage Multimedia Production
ICPMM82eA	Manage Multimedia Projects
ICAITS123A	Manage Network Security
ICAITB059A	Develop Detailed Technical Design
ICAITAD044A	Develop System Infrastructure Design Plan
ICAITAD054A	Validate Quality and Completeness of Design
ICAITAD056A	Prepare Disaster Recovery/Contingency Plans
ICAITB070A	Create Code for Applications

Information Technology Electives	
ICAITT084A	Perform Stress and Loading Test of Integrated Platform
ICAITI099A	Build an Intranet
ICAITB066A	Coordinate the Build Phase
ICAITB067A	Prepare for Software Development using RAD
ICAITSP036A	Modify IT Strategy to Meet Business Solutions Requirements
ICAITSP037A	Contribute to the Development of a Strategy Plan
ICAITB060A	Identify Physical Data Base Requirements
ICAITB061A	Monitor Physical Data Base Implementation
ICPMM21cA	Capture a Digital Image
ICPMM44cA	Incorporate Audio into Multimedia Presentations
ICPMM45cA	Incorporate Animation into Multimedia Presentations
ICPMM46cA	Incorporate Video into Multimedia Presentations
ICPMM47cA	Incorporate 3D Modelling into Multimedia Presentations
ICAITI098A	Install and Manage Complex Networks
ICAITAD045A	Produce Network/Communication Design
ICAITAD053A	Design System Security and Controls
ICAITSP038A	Set Strategic Plans
ICAITSP039A	Match the IT Needs with the Strategic Direction of the Enterprise
ICAITSP040A	Manage and Review Contracts

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ICAITAD49A	Develop Logical Abstraction from Requirements (OOA)
ICAITAD051A	Develop Client User Interface
ICAITI091A	Conduct Post Implementation Review
ICPMM41cA	Incorporate Text into Multimedia Presentations
ICPMM42cA	Incorporate 2D Graphics into Multimedia Presentations
ICPMM43cA	Incorporate Digital Photography into Multimedia Presentations

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PSP 99

PUBLIC SERVICES TRAINING PACKAGE

Qualifications Framework

INTRODUCTION TO PUBLIC SERVICES QUALIFICATIONS

There are currently sixteen qualifications covering AQF levels 2 to 6 from this Training Package that are incorporated into the Local Government Qualifications Framework. These are:

PSP 2 01 99	Certificate II in Government
PSP 3 01 99	Certificate III in Government
PSP 4 01 99	Certificate IV in Government
PSP 5 01 99	Diploma of Government
PSP 6 01 99	Advanced Diploma of Government
PSP 4 02 99	Certificate IV in Government (Statutory Investigation and Enforcement)
PSP 4 03 99	Certificate IV in Government (Procurement and Contracting)
PSP 4 06 99	Certificate IV in Government (Project Management)
PSP 5 02 99	Diploma of Government (Policy Development)
PSP 5 03 99	Diploma of Government (Management)
PSP 5 06 99	Diploma of Government (Project Management)
PSP 5 07 99	Diploma of Government (Financial Management)
PSP 6 02 99	Advanced Diploma of Government (Compliance Management)
PSP 6 03 99	Advanced Diploma of Government (Contract Management)
PSP 6 04 99	Advanced Diploma of Government (Human Resources)
PSP 6 05 99	Advanced Diploma of Government (Management)

Five qualifications covering Fraud Control Investigation have not been included in the identified list of relevant qualifications from this Training Package for Local Government on the basis that these qualifications reflect a focus of activity not carried out directly by this sector of government. A further qualification covering Clerical Administration has also been excluded on the basis it is already covered by the Qualifications from the Administration Training Package.

Structure of the Qualifications

Competency Standards from the generalist areas form the basis for every qualification in the Public Services Training Package. There are five Generalist Qualifications providing a suite of qualifications "in Government".

PSP 2 01 99	Certificate II in Government
PSP 3 01 99	Certificate III in Government
PSP 4 01 99	Certificate IV in Government
PSP 5 01 99	Diploma of Government
PSP 6 01 99	Advanced Diploma of Government

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In each qualification there are *Required Units* and *Electives*. *Required Units* come from the generalist Key Areas. To allow for the diversity of the public sector, *Electives* may be chosen from anywhere in this Training Package or from any other set of endorsed standards at the same qualification level or above. While the number of *Electives* is prescribed, this should be read as a minimum, since additional competencies achieved can be recorded via a statement of attainment.

Specialisations

In addition to the generalist qualifications there are a range of specialist qualifications covering specific aspects of government work. The specialisations are all qualifications "in Government (Specialisation)" that start at Certificate IV. Every Certificate IV in the list of specialist qualifications has the same *Required* generalist units as the Certificate IV in Government. This is similar for each of the Diplomas and Advanced Diplomas. Further *Required* units and *Electives* are chosen from within the specialisation and in most cases there is still the flexibility to choose a small number of *Electives* from elsewhere.

Qualifications Not Included

The Public Services Training Package contains a small number of competencies nominally listed at AQF 7. These are being submitted for endorsement at Advanced Diploma (AQF 6) level, noting however that they are suitable for inclusion in Graduate Certificates and Graduate Diplomas.

Qualification Requirements

The minimum requirement for a qualification at each level is:

• Certificate I	11 units	(with 9 Required and no Electives plus 2 options to suit the industry)
• Certificate II	7 Units	(with 4 Required and 3 Electives in the generalist qualification)
• Certificate III	11 Units	(with 7 Required and 4 Electives in the generalist qualification)
• Certificate IV	15 Units	(with 8 Required and 7 Electives in the generalist qualification)
• Diploma	11 Units	(with 6 Required and 5 Electives in the generalist qualification)
• Advanced Diploma	15 Units	(with 6 Required and 9 Electives in the generalist qualification)

Minimum requirements are the same as those above for specialisations at each of the qualification levels, however the mix of Required units and Electives varies.

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Qualification Entry and Articulation

There is direct or open entry into all qualifications in the Training Package. This means that someone can enter at Diploma level without having the Certificate IV, for example. Some Competency Standards require underpinning knowledge and skills which may be gained through other Competency Standards in the Training Package. These requirements are shown in the Evidence Guide for each Competency Standard.

Qualifications sharing the same *Required Units* articulate with each other. This means that where units are achieved towards one qualification, Registered Training Organisations may grant credit for them to those enrolling in another qualification containing those same units.

Customisation of the Qualifications and Equivalent Units

The packaging arrangements in the Public Services Training Package provide the flexibility for enterprises and individuals to customise the qualifications. The generalist qualifications in particular have in-built flexibility to reflect the requirements of diverse workplaces, in both metropolitan and regional areas.

There is no equivalence between *Required* units from the public sector specific Key Areas of this Training Package and Competency Standards from other industry Training Packages.

In terms of *Electives* it is not necessary to identify replacement or equivalent units, given the flexibility in the Training Package to select a number of *Electives* directly from other industry Training Packages.

In the specialisations, equivalent Competency Standards have been identified in only one area, that of Project Management. Here, the three *Required* Public Sector Project Management competencies in the Certificate IV and Diploma are deemed to be equivalent to the full suite of private sector competencies at the respective level (see requirements for Certificate IV in Government (Project Management) and Diploma of Government (Project Management) later in this document). This allows the choice of Competency Standards which best reflect the way project management is conducted in the organisation.

For the purposes of these two specialist qualifications, the respective sets of Competency Standards at each level may be considered as co-requisites (they must be taken together). This is not a function of the Competency Standards themselves however, as they may be selected separately in other qualifications. It only applies for the Certificate IV in Government (Project Management) and the Diploma of Government (Project Management).

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE	
Title: Certificate II in Government (PSP 2 01 99)	
Qualification requirements = 7 Units (4 Required + 3 Electives) *Electives may be chosen from the Electives listed below and/or from a higher level anywhere in this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.*	
Required Units	
PSPGOV201A	Work in a Public Sector environment
PSPGOV202A	Communicate in the Workplace
PSPGOV207A	Use Technology in the Workplace
PSPOHS201A	Follow Defined Occupational Health and Safety Policies and Procedures
Public Services Electives	
PSPGOV203A	Deliver a Service to Clients
PSPGOV204A	Access and Use Resources
PSPGOV205A	Participate in Workplace Change
PSPGOV206A	Handle Workplace Information

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE	
Title: Certificate III in Government (PSP 3 01 99)	
Qualification requirements = 11 Units (7 Required + 4 Electives) *Electives may be chosen from the Electives listed below and/or from a higher level anywhere in this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.*	
Required Units	
PSPETHC301A	Uphold the Values and Principles of Public Service
PSPLEGN301A	Comply with Legislation in the Public Sector
PSPGOV301A	Work Effectively in the Organisation
PSPGOV302A	Contribute to Work Group Activities
PSPGOV308A	Work Effectively with Diversity
PSPOHS201A	Follow Defined Occupational Health and Safety Policies and Procedures
PSPGOV202A	Communicate in the Workplace
Public Services Electives	
Key Area: Working in Government	
PSPGOV203A	Deliver a Service to Clients
PSPGOV207A	Use Technology in the Workplace
PSPGOV303A	Build and Maintain Internal Networks
PSPGOV304A	Appraise Capability and Provide Feedback in the Workplace
PSPGOV305A	Access and Use Resources and Financial Systems
PSPGOV306A	Change Own Work Practices as Required
PSPGOV307A	Organise Workplace Information
Key Area: Procurement and Contract Management	
PSPPROC301A	Procure Goods or Services
Electives from other Training Packages	
Key Area: Community Development (from Community Services Training Package)	
CHCCD 7A	Support Community Resources

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Certificate IV in Government (PSP 4 01 99)

Qualification requirements = 15 Units (8 Required + 7 Electives)
Electives may be chosen from the Electives listed below and/or from a higher level anywhere in this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.

Required Units	
PSPETHC301A	Uphold the Values and Principles of Public Service
PSPLEGN301A	Comply with Legislation in the Public Service
PSPGOV301A	Work Effectively in the Organisation
PSPGOV308A	Work Effectively with Diversity
PSPPOLI401A	Support Policy Implementation
PSPGOV401A	Apply Knowledge of Government Processes
PSPGOV402A	Deliver and Monitor Service to Clients
PSPOHS201A	Follow Defined Occupational Health and Safety Policies and Procedures
Public Services Electives	
Key Area: Working in Government	
PSPGOV403A	Use Resources to Achieve Work Unit Goals
PSPGOV404A	Develop and Implement Work Unit Plans
PSPGOV405A	Provide Input to Change Processes
PSPGOV406A	Gather and Analyse Information
PSPGOV407A	Prepare a Quotation
Key Area: Occupational Health and Safety	
PSPOHS401A	Implement and Monitor the Organisation's Occupational Health and Safety Policies, Procedures and Programs
Key Area: Policy Development	
PSPPOLD401A	Contribute to the Development of Policy
Key Area: Regulatory*	
PSPREG401A	Exercise Regulatory Powers
PSPREG402A	Promote Client Compliance with Legislation
PSPREG403A	Assess Compliance with Legislation
PSPREG404A	Investigate Non-Compliance with Legislation
PSPREG405A	Act on Non-Compliance
Key Area: Procurement and Contract Management	
PSPPROC401A	Plan Procurement
PSPPROC402A	Request and Receive Offers
PSPPROC403A	Award Contracts
PSPPROC404A	Manage Contracts
PSPPROC405A	Dispose of Assets
Key Area: Human Resources	
PSPHR401A	Provide a Human Resources Consultancy Service

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Key Area: Fraud Prevention, Detection and Investigation**	
PSPFRAU401A	Interrogate Data
PSPFRAU402A	Receive and Validate Information
Key Area: Project Management	
PSPPM401A	Develop a Project
PSPPM402A	Implement a Project
PSPPM403A	Close Projects
Electives from other Training Packages	
Key Area: Training and Development (from Assessment and Workplace Training Package)	
BSZ401A	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
BSZ404A	Train Small Groups
BSZ405A	Plan and Promote a Training Program
BSZ406A	Plan a Series of Training Sessions
BSZ407A	Deliver Training Sessions
BSZ408A	Review Training
Key Area: Community Development (from Community Services Training Package)	
CHCCD 1A	Support Community Participation
CHCCD 14A	Implement a Community Development Strategy

*Note: PSPREG406A; PSPREG407A; PSPREG408A; PSPREG409A; PUAOPE004A are nominated electives for this qualification in a public sector context but they would not be relevant to a Local Government context.

**Note: PSPFRAU403A; PSPFRAU404A; PSPFRAU404A; PSPFRAU406A; PSPFRAU406A are nominated electives for this qualification in a public sector context but they would not be relevant to a Local Government context.

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Diploma of Government (PSP 5 01 99)

Qualification requirements = 11 Units (6 Required and 5 Electives)
Electives may be chosen from the Electives listed below and/or from a higher level anywhere in this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.

Required Units	
PSPETHC501A	Promote the Values and Ethos of Public Service
PSPLEGN501A	Promote Compliance with Legislation in the Public Sector
PSPGOV501A	Coordinate a Work Group
PSPGOV502A	Develop, Provide, Promote and Evaluate Client Services
PSPGOV503A	Coordinate Resource Allocation and Usage
PSPGOV504A	Coordinate Research and Analysis
Public Services Electives	
Key Area: Policy Development	
PSPPOLD501A	Develop Organisation Policy
PSPPOLD502A	Manage the Policy Development Process
Key Area: Regulatory	
PSPREG501A	Conduct Prosecutions
Key Area: Human Resources	
PSPHR501A	Coordinate Career Development Strategies and Plans
PSPHR502A	Coordinate Employee Support Systems
Key Area: Fraud Prevention, Detection and Investigation	
PSPFRAU501A	Communicate Fraud Control Awareness
PSPFRAU502A	Anticipate and Detect Possible Fraud Activity
PSPFRAU503A	Coordinate Investigations
PSPFRAU504A	Conduct Fraud Risk Assessment
PSPFRAU505A	Develop Fraud Control Plan
PSPFRAU506A	Implement Fraud Control Activities
PSPFRAU507A	Coordinate Development and Implementation of Fraud Information Systems
Key Area: Project Management	
PSPPM501A	Initiate Projects
PSPPM502A	Manage Projects
PSPPM503A	Finalise Projects
Electives from other Training Packages	
Key Area: Management (from Frontline Management Initiative Competency Standards (BSX97) (Level 5))	
BSXFMI501A	Manage Personal Work Priorities and Professional Development
BSXFMI502A	Provide Leadership in the Workplace
BSXFMI503A	Establish and Manage Effective Workplace Relationships
BSXFMI504A	Participate in, Lead and Facilitate Work Teams
BSXFMI505A	Manage Operations to Achieve Planned Outcomes
BSXFMI506A	Manage Workplace Information

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BSXFMI507A	Manage Quality Customer Service
BSXFMI508A	Develop and Maintain a Safe Workplace Environment
BSXFMI509A	Implement and Monitor Continuous Improvement Systems and Processes
BSXFMI510A	Facilitate and Capitalise on Change and Innovation
BSXFMI511A	Contribute to the Development of a Workplace Learning Environment
Key Area: Training and Development (from Assessment and Workplace Training Package)	
BSZ501A	Analyse Competency Requirements
BSZ502A	Design and Establish the Training System
BSZ503A	Design and Establish the Assessment System
BSZ504A	Manage the Training and Assessment System
BSZ505A	Evaluate the Training and Assessment System
BSZ506A	Develop Assessment Procedures
BSZ507A	Develop Assessment Tools
BSZ508A	Design Training Courses
Key Area: Finance/Accounting*(from Financial Services Training Package)	
FNBACC01A	Provide Financial Information
FNBACC02A	Prepare Statutory Returns
FNBACC03A	Prepare Budgets and Forecasts
FNBACC04A	Produce Financial Reports
FNBACC05A	Establish and Maintain Financial Systems and Records
FNBACC06A	Implement Financial Policy Statements and Operating Procedures
Key Area: Community Development (from Community Services Training Package)	
CHCCD 5A	Develop Community Resources
CHCCD 8A	Support Community Action
CHCCD 9A	Support Community Leadership
CHCCD 13A	Work with Specific Communities

* Note: All six units are core compulsory units for the Diploma of Accounting in the Financial Services Training Package

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Government (PSP 6 01 99)

Qualification requirements = 15 Units (6 Required and 9 Electives)
Electives may be chosen from the Electives listed below and/or from a higher level anywhere in this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.

Required Units	
PSPETHC601A	Maintain and Enhance Confidence in Public Service
PSPLEGN601A	Manage Compliance with Legislation in the Public Sector
PSPPOLI601A	Manage Policy Implementation
PSPGOV601A	Apply Knowledge of Government Systems
PSPGOV602A	Establish and Maintain External Networks
PSPMNGT605A	Manage Diversity
Public Services Electives	
Key Area: Working in Government	
PSPGOV603A	Develop a Tender Submission
Key Area: Occupational Health and Safety	
PSPOHS601A	Establish, Maintain and Evaluate the Organisation's Occupational Health and Safety System
Key Area: Policy Development	
PSPPOLD601A	Develop a Public Policy
Key Area: Regulatory	
PSPREG601A	Manage Regulatory Compliance
PSPREG602A	Evaluate Regulatory Compliance
Key Area: Procurement and Contract Management	
PSPROC601A	Influence and Plan for Procurement Outcomes
PSPPROC602A	Direct the Management of Contracts
PSPPROC603A	Divest Strategic Assets
Key Area: Human Resources	
PSPHR601A	Manage Recruitment and Selection Processes
PSPHR602A	Manage Separation
PSPHR603A	Provide Advisory and Mediation Services
PSPHR604A	Establish Employee Relations Strategies and Plans
PSPHR605A	Manage Human Resource Development
PSPHR606A	Manage Performance Management Processes
PSPHR607A	Establish Redeployment Processes
PSPHR608A	Manage a System for Human Resources Information
PSPHR609A	Design Remuneration Strategies and Plans
PSPHR610A	Design and Implement an Organisational Development Strategy
PSPHR611A	Manage Organisational Design
PSPHR701A	Provide Strategic Leadership in Human Resources Management
PSPHR702A	Formulate a Strategic Human Resource Plan

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Key Area: Management	
PSPMNGT601A	Facilitate Workforce Effectiveness
PSPMNGT602A	Manage Resources
PSPMNGT603A	Facilitate People Management
PSPMNGT604A	Manage Change
PSPMNGT605A	Manage Diversity
PSPMNGT606A	Manage the Delivery of Quality Client Service
PSPMNGT607A	Develop a Business Case
PSPMNGT608A	Manage Risk
PSPMNGT609A	Formulate Business Strategies
Key Area: Fraud Prevention, Detection and Investigation	
PSPFRAU601A	Develop Fraud Control Strategy
PSPFRAU602A	Manage Fraud Risk Assessment and Action Plan
PSPFRAU603A	Manage Fraud Control Awareness
PSPFRAU604A	Manage Fraud Investigations Program
PSPFRAU605A	Review Fraud Control Activities
Key Area: Project Management	
PSPPM601A	Direct Project Activities
Electives from other Training Packages	
Key Area: Finance/Accounting (from Financial Services Training Package)	
FNBACCO7A	Plan and Evaluate Audit Function
FNBACCO8A	Evaluate Organisational Processes
FNBACCO9A	Audit and Report on Financial Systems and Records
FNBACC10A	Implement Tax Plans
FNBACC11A	Monitor Compliance Activities
FNBACC12A	Implement Organisational Improvement Programs
FNBACC13A	Evaluate Information Management Systems
FNBACC14A	Evaluate Business Performance
FNBACC15A	Evaluate Organisation's Financial Performance
FNBACC16A	Evaluate Financial Risk
FNBACC17A	Implement Financial Plans
FNBACC18A	Implement Insolvency Program
FNBACC19A	Implement Reconstruction Plan

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Diploma of Government (Policy Development) (PSP 5 02 99)

Qualification requirements = 11 Units (9 Required + 2 Electives)
Electives may be chosen at Diploma level or higher from anywhere in this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.

Required Units	
PSPETHC501A	Promote the Values and Ethos of Public Service
PSPLEGN501A	Promote Compliance with Legislation in the Public Sector
PSPGOV501A	Coordinate a Work Group
PSPGOV502A	Develop, Provide, Promote and Evaluate Client Services
PSPGOV503A	Coordinate Resource Allocation and Usage
PSPGOV504A	Coordinate Research and Analysis
PSPPOLD501A	Develop Organisation Policy
PSPPOLD502A	Manage the Policy Development Process
PSPPOLD601A	Develop Public Policy

Public Services Electives

2 Electives in accordance with requirements above

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Certificate IV In Government (Statutory Investigation and Enforcement) (PSP 4 02 99)

Qualification requirements = 15 Units (9 Required + 6 Electives)
Four Electives must be selected from the list below and/or from the Electives in the Advanced Diploma of Government (Compliance Management) and two Electives from any standards within this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.

Required Units	
PSPETHC301A	Uphold the Values and Principles of Public Service
PSPLEGN301A	Comply with Legislation in the Public Service
PSPGOV301A	Work Effectively in the Organisation
PSPGOV308A	Work Effectively with Diversity
PSPPOLI401A	Support Policy Implementation
PSPGOV401A	Apply Knowledge of Government Processes
PSPGOV402A	Deliver and Monitor Service to Clients
PSPOHS201A	Follow Defined Occupational Health and Safety Policies and Procedures
PSPREG401A	Exercise Regulatory Powers
Public Services Electives	
PSPOHS401A	Implement and Monitor the Organisation's Occupational Health and Safety Policies, Procedures and Programs
PSPREG401A	Exercise Regulatory Powers
PSPREG402A	Promote Client Compliance with Legislation
PSPREG403A	Assess Compliance with Legislation
PSPREG404A	Investigate Non-Compliance with Legislation
PSPREG405A	Act on Non-Compliance
PSPREG406A	Make Arrests
PSPREG407A	Conduct and Record Interviews
PSPREG408A	Conduct a Search and Possible Seizure
PSPREG409A	Prepare Evidence
PSPREG410A	Give Evidence
Electives from other Training Packages	
PUAOPE004AA	Operate Communications Systems
PSPREG501A	Conduct Prosecutions

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Government (Compliance Management) (PSP 6 02 99)

Qualification requirements = 15 Units (8 Required +7 Electives)
Three Electives must be selected from the Electives listed above and four may be selected from any standards at this level from anywhere in this Training Package and/or from any other set of endorsed standards packaged at this level in accordance with the requirements of those standards.

Required Units	
PSPETHC601A	Maintain and Enhance Confidence in Public Service
PSPLEGN601A	Manage Compliance with Legislation in the Public Sector
PSPPOLI601A	Manage Policy Implementation
PSPGOV601A	Apply Knowledge of Government Systems
PSPGOV602A	Establish and Maintain External Networks
PSPMNGT605A	Manage Diversity
PSPRREG601A	Manage Regulatory Compliance
PSPRREG602A	Evaluate Regulatory Compliance
Public Services Electives	
PSPOHS601A	Establish, Maintain and Evaluate the Organisation's Occupational Health and Safety System
PSPMNGT602A	Manage Resources
PSPMNGT606A	Manage the Delivery of Quality Client Service
PSPMNGT608A	Manage Risk
PSPMNGT701A	Provide Strategic Direction
PSPHR606A	Manage Performance Management Processes
PSPPOLD601A	Develop Public Policy

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Certificate IV in Government (Procurement and Contracting)
(PSP 4 03 99)

Qualification requirements = 15 Units (11 Required + 4 Electives)
Two Electives must be selected from the nominated Electives below and two from any other set of endorsed standards at this or a higher level within this Training Package or from any other.

Required Units	
PSPETHC301A	Uphold the Values and Principles of Public Service
PSPLEGN301A	Comply with Legislation in the Public Service
PSPGOV301A	Work Effectively in the Organisation
PSPGOV308A	Work Effectively with Diversity
PSPPOLI401A	Support Policy Implementation
PSPGOV401A	Apply Knowledge of Government Processes
PSPGOV402A	Deliver and Monitor Service to Clients
PSPOHS201A	Follow Defined Occupational Health and Safety Policies and Procedures
PSPPROC301A	Procure Goods and Services
PSPPROC401A	Plan Procurement
PSPPROC402A	Request and Receive Offers
Public Services Electives	
PSPPROC403A	Award Contracts
PSPPROC404A	Manage Contracts
PSPPROC405A	Dispose of Assets

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Government (Contract Management)
(PSP 6 03 99)

Qualification requirements = 15 Units (9 Required + 6 Electives)
Three Electives must be selected from the nominated Electives below and three from any other set of endorsed standards at this or a higher level within this Training Package or from any other.

Required Units	
PSPETHC601A	Maintain and Enhance Confidence in Public Service
PSPLEGN601A	Manage Compliance with Legislation in the Public Sector
PSPPOLI601A	Manage Policy Implementation
PSPGOV601A	Apply Knowledge of Government Systems
PSPGOV602A	Establish and Maintain External Networks
PSPMNGT605A	Manage Diversity
PSPROC601A	Influence and Plan for Procurement Outcomes
PSPPROC602A	Direct the Management of Contracts
PSPMNGT608A	Manage Risk

Public Services Electives	
PSPOHS601A	Establish, Maintain and Evaluate the Organisation's Occupational Health and Safety System
PSPPROC603A	Divest Strategic Assets
PSPGOV603A	Develop a Tender Submission
PSPMNGT607A	Develop a Business Case
PSPPROC701A	Define Strategic Procurement Decisions
PSPPROC702A	Establish the Procurement Context
PSPPROC703A	Evaluate and Improve Procurement Performance

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Advanced Diploma of Government (Human Resources) (PSP 6 04 99)

Qualification requirements = 15 Units (7 Required + 9 Electives)
Electives may be chosen from the nominated Electives below. Electives may also be drawn from other Training Packages to reflect the particular context or career plans of the individual.

Required Units	
PSPETHC601A	Maintain and Enhance Confidence in Public Service
PSPLEGN601A	Manage Compliance with Legislation in the Public Sector
PSPPOLI601A	Manage Policy Implementation
PSPGOV601A	Apply Knowledge of Government Systems
PSPGOV602A	Establish and Maintain External Networks
PSPMNGT605A	Manage Diversity
PSPPROC404A	Manage Contracts

Public Services Electives	
PSPOHS601A	Establish, Maintain and Evaluate the Organisation's Occupational Health and Safety System
PSPHR501A	Coordinate Career Development Strategies and Plans
PSPHR502A	Coordinate Employee Support Systems
PSPHR601A	Manage Recruitment and Selection Processes
PSPHR602A	Manage Separation
PSPHR603A	Provide Advisory and Mediation Services
PSPHR604A	Establish Employee Relations Strategies and Plans
PSPHR605A	Manage Human Resource Development
PSPHR606A	Manage Performance Management Processes
PSPHR607A	Establish Redeployment Processes
PSPHR608A	Manage a System for Human Resources Information
PSPHR609A	Design Remuneration Strategies and Plans
PSPHR610A	Design and Implement an Organisational Development Strategy
PSPHR611A	Manage Organisational Design
PSPHR701A	Provide Strategic Leadership in Human Resources Management
PSPHR702A	Formulate a Strategic Human Resource Plan

Electives from other Training Packages (Assessment and Workplace Training)	
BSZ501A	Analyse Competency Requirements
BSZ502A	Design and Establish the Training System
BSZ503A	Design and Establish the Assessment System
BSZ504A	Manage the Training and Assessment System
BSZ505A	Evaluate the Training and Assessment System

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Diploma of Government (Management) (PSP 5 03 99)

Qualification requirements = 11 Units (8 Required + 3 Electives)
Electives may be chosen from the nominated Electives below. Electives may also be drawn from other Training Packages to reflect the particular context or career plans of the individual.

Required Units	
PSPETHC501A	Promote the Values and Ethos of Public Service
PSPLEGN501A	Promote Compliance with Legislation in the Public Sector
PSPGOV501A	Coordinate a Work Group
PSPGOV502A	Develop, Provide, Promote and Evaluate Client Services
PSPGOV503A	Coordinate Resource Allocation and Usage
PSPGOV504A	Coordinate Research and Analysis
BSXFMI502A	Provide Leadership in the Workplace
BSXFMI508A	Develop and Maintain a Safe Workplace Environment

Public Services Electives
Nil

Electives from other Training Packages	
from Frontline Management Initiative Competency Standards	
BSXFMI501A	Manage Personal Work Priorities and Professional Development
BSXFMI503A	Establish and Manage Effective Workplace Relationships
BSXFMI504A	Participate in, Lead and Facilitate Work Teams
BSXFMI505A	Manage Operations to Achieve planned Outcomes
BSXFMI506A	Manage Workplace Information
BSXFMI507A	Manage Quality Customer Service
BSXFMI509A	Implement and Monitor Continuous Improvement Systems and Processes
BSXFMI510A	Facilitate and Capitalise on Change and Innovation
BSXFMI511A	Contribute to the Development of a Workplace Learning Environment

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE	
Title: Advanced Diploma of Government (Management) (PSP 6 05 99)	
Qualification requirements = 15 Units (11 Required + 4 Electives) *Electives may be chosen from the nominated Electives below. Electives may also be drawn from any Competency Standards in this Training Package at this or a higher level and/or from other sets of endorsed standards at the same or higher level in accordance with the requirements of those standards.*	
Required Units	
PSPETHC601A	Maintain and Enhance Confidence in Public Service
PSPLEGN601A	Manage Compliance with Legislation in the Public Sector
PSPPOLI601A	Manage Policy Implementation
PSPGOV601A	Apply Knowledge of Government Systems
PSPGOV602A	Establish and Maintain External Networks
PSPMNGT605A	Manage Diversity
PSPMNGT601A	Facilitate Workforce Effectiveness
PSPMNGT602A	Manage Resources
PSPMNGT603A	Facilitate People Management
PSPMNGT604A	Manage Change
PSPMNGT609A	Formulate Business Strategies
Public Services Electives	
PSPOHS601A	Establish, Maintain and Evaluate the Organisation's Occupational Health and Safety System

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Certificate IV in Government (Project Management) (PSP 4 06 99)

Qualification requirements = 15 Units (11 Required + 4 Electives)
Electives may be chosen from the nominated Electives below and/or from any competencies packaged at this or a higher level in this Training Package and/or from any other set of endorsed standards at this or a higher level within this Training Package or from any other.

Required Units	
PSPETHC301A	Uphold the Values and Principles of Public Service
PSPLEGN301A	Comply with Legislation in the Public Service
PSPGOV301A	Work Effectively in the Organisation
PSPGOV308A	Work Effectively with Diversity
PSPPOLI401A	Support Policy Implementation
PSPGOV401A	Apply Knowledge of Government Processes
PSPGOV402A	Deliver and Monitor Service to Clients
PSPOHS201A	Follow Defined Occupational Health and Safety Policies and Procedures
PSPPM401A*	Develop a Project
PSPPM402A*	Implement a Project
PSPPM403A*	Close Projects
Public Services Electives	
PSPOHS401A	Implement and Monitor the Organisation's Occupational Health and Safety Policies, Procedures and Programs
PSPGOV403A	Use Resources to Achieve Work Unit Goals
PSPGOV404A	Develop and implement Work Unit Plans
PSPGOV405A	Provide Input to Change Processes
PSPGOV406A	Gather and Analyse information
PSPGOV407A	Prepare a Quotation

*The following 8 Units taken together are deemed equivalent to the 3 Public Services units on project management:

BSX154L402A	Apply Skills in Scope Management
BSX154L403A	Apply Skills in Time Management
BSX154L404A	Apply Skills in Cost Management
BSX154L405A	Apply Skills in Quality Management
BSX154L406A	Apply Skills in Human Resources Management
BSX154L407A	Apply Skills in Communications Management
BSX154L408A	Apply Skills in Risk Management
BSX154L409A	Apply Skills in Procurement Management

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Diploma of Government (Project Management) (PSP 5 06 99)

Qualification requirements = 11 Units (9 Required + 2 Electives)
Electives may be chosen from those listed below and/or from other units at Diploma level or higher from anywhere in this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.

Required Units	
PSPETHC501A	Promote the Values and Ethos of Public Service
PSPLEGN501A	Promote Compliance with Legislation in the Public Sector
PSPGOV501A	Coordinate a Work Group
PSPGOV502A	Develop, Provide, Promote and Evaluate Client Services
PSPGOV503A	Coordinate Resource Allocation and Usage
PSPGOV504A	Coordinate Research and Analysis
PSPPM501A*	Initiate Projects
PSPPM502A*	Manage Projects
PSPPM503A*	Finalise Projects
Public Services Electives	
PSPGOV602A	Build and Maintain External Networks
PSPPM601A	Direct Project Activities

*The following 9 Units taken together are deemed equivalent to the 3 Public Services units on project management.

BSX154L501A	Guide Application of Project Integrative Process
BSX154L502A	Guide Application of Scope Management
BSX154L503A	Guide Application of Time Management
BSX154L504A	Guide Application of Cost Management
BSX154L505A	Guide Application of Quality Management
BSX154L506A	Guide Application of Resources Management
BSX154L507A	Guide Application of Communications Management
BSX154L508A	Guide Application of Risk Management
BSX154L509A	Guide Application of Procurement Management

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SECTION C: PUBLIC SERVICES TRAINING PACKAGE

Title: Diploma of Government (Finance /Accounting) (PSP 5 07 99)

Qualification requirements = 11 Units (10 Required + 1 Elective)
The Elective may be chosen from those listed below and/or from other units at Diploma level or higher from anywhere in this Training Package and/or from any other set of endorsed standards at the same or a higher level in accordance with the requirements of those standards.

Required Units	
PSPETHC501A	Promote the Values and Ethos of Public Service
PSPLEGN501A	Promote Compliance with Legislation in the Public Sector
PSPGOV501A	Coordinate a Work Group
PSPGOV502A	Develop, Provide, Promote and Evaluate Client Services
PSPGOV503A	Coordinate Resource Allocation and Usage
PSPGOV504A	Coordinate Research and Analysis
Plus 4 Core units from the Diploma of Accounting or 4 of any units from the Diploma of Financial Services within the Financial Services Training Package or 4 units from any other set of endorsed standards relevant to government finance	
Public Services Electives	
PSPGOV404A	Use Resources to Achieve Work Unit Goals
PSPGOV408A	Prepare a Quotation
PSPMNGT605A	Formulate Business Strategies
Electives from other Training Packages	
PUAMANA012	Manage Financial Resources
BSXFMI506A	Manage Workplace Information

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AUSTRALIAN LOCAL government Training

Local Government Training Package

LGA00

PART TWO: ASSESSMENT GUIDELINES

CONTENTS

- System Overview
- Assessor Qualifications & Training
- Guidelines for Designing Assessment Material
- Guidelines for Conducting Assessment
- Source of Information

The national Industry Training Advisory Board for Local Government

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SYSTEM OVERVIEW

These Assessment Guidelines have been specifically designed as part of the Local Government Training Package (endorsed and non-endorsed components) to manage and facilitate the ongoing implementation of the Local Government Competency Standards.

The Assessment Guidelines provide a basis for the management and validation of competency assessment that may be carried out in an on/off-the-job and/or in an on/off-site environment.

The Local Government Training Package broadly represents the different employment areas that exist within Local Government. The employment areas included in this Training Package may be divided into three main sections covered by:

- Local Government Competency Standards
- imported units of competency from industry Training Packages for operational qualifications
- imported units of competency from industry Training Packages for cross-functional qualifications

Information on the related imported units of competency from industry Training Packages may be found in the Qualification Pathways section below (page 2).

What is Assessment?

Assessment is a process of gathering evidence and making judgement as to whether competency has been achieved against performance standards.

The purpose of assessment is to evaluate an individual's performance and achievements in accordance with the industry Competency Standards, ensuring valid and reliable outcomes.

These Assessment Guidelines are designed to assist all parties involved in the Local Government Training Package and ensure consistency and quality of assessment standards in accordance with the endorsed Local Government industry Competency Standards.

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Role of Registered Training Organisations

Assessment for the Local Government Training Package must be undertaken by or auspiced through a Registered Training Organisation and conducted within a quality assurance framework.

The Registered Training Organisation may form partnerships with external organisations, industries or individuals to undertake aspects of the training and/or assessment process on their behalf. Although external organisations or industries need not be registered as training organisations, they do need to meet the quality assurance arrangements as defined by the Registered Training Organisation.

The Registered Training Organisation is also responsible for issuing formal recognition in the form of a national qualification or statement of attainment and, where applicable, individual entries in the industry skills passport.

Qualification Pathways

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia.

The adoption of the AQF for Vocational Education and Training (VET) ensures national consistency for all trainees, new apprentices, students, employers and providers within the VET sector. This means that all training and assessment in the VET sector is uniform and is based on the relevant nationally endorsed Competency Standards. This consistency enables providers nationally to recognise training and assessment based on relevant endorsed Competency Standards that has taken place in a variety of locations, in an on/off-the-job and/or an on/off-site environment. Where there are links between the Local Government Competency Standards and relevant Competency Standards from other Training Packages and endorsed generic Competency Standards, the Local Government Industry Training Advisory Board (ITAB), National Training Advisory Ltd (NTA), has agreed that the industry Training Packages will be the preferred option. This will assist and enhance the planning of career pathways as well as providing flexibility in accordance with needs and available resources.

The process of providing recognition of equivalence with other industry standards and/or providing electives from other industry standards will be continuous as Training Packages are endorsed and negotiations with the relevant ITABs are completed.

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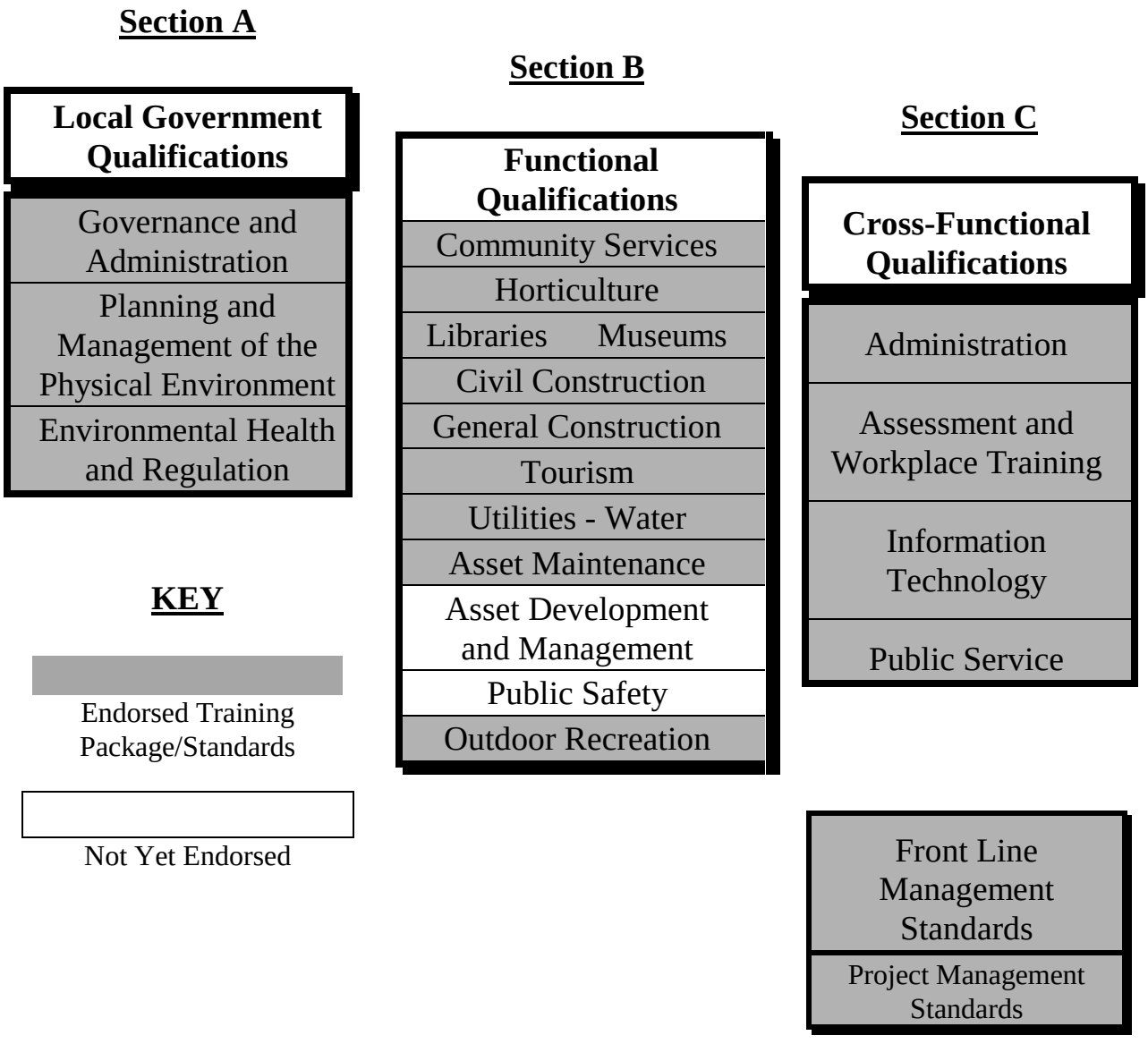
This diagram is an overview of the Local Government Training Package, including the relevant imported national units of competency and qualifications from other cross-industry sector Training Packages.

LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK



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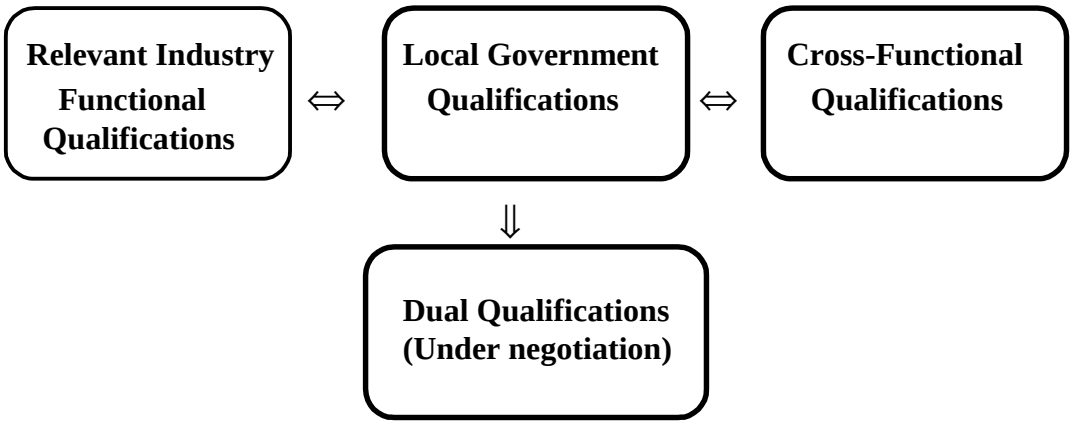
Assessment Pathways

There are three assessment pathways identified by the Local Government sector which provide recognition of individual units of competence or groups of units that make up the qualification or statement of attainment. It is therefore envisaged that assessment is to lead to formal recognition of the Local Government industry benchmark competencies or formal recognition of competencies from other industries.

Formal recognition may be for individual competencies or for groups of competencies, which combine to satisfy a national qualification.



The three assessment pathways identified by the Local Government sector are:

Pathway 1: New entrant

The users of this pathway may be contract-based employees who are generally new trainees or apprentices. A training program may be undertaken by or auspiced through a Registered Training Organisation or conducted under quality assurance arrangements approved by State or Territory Training Authorities.

Pathway 2: Recognition of prior learning and recognition of current competencies

This pathway is for those candidates and/or employees who have acquired skills and knowledge outside formally recognised processes in relevant units of competencies.

This may include:

- candidates and/or employees who have externally recognised training but have not received formal recognition of the skills and knowledge acquired during their employment within the industry

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- candidates and/or employees who have not received formal recognition of the skills and knowledge acquired during their employment in allied industries
- candidates and/or employees who have not received formal recognition of the skills and knowledge acquired from overseas and outside formally recognised processes or training

Candidates for recognition of prior learning or recognition of current competencies are required to provide evidence that can be assessed by the Registered Training Organisation or qualified industry assessor for a judgment on their relevance to specific unit(s) of competency. This may involve collecting and submitting a range of evidence such as examples of work performed, prior achievement documentation, references, personal portfolios etc.

Assessment of such evidence may indicate achievement of specific Competency Standard(s) or learning outcome(s), in which case the candidate will be informed of the decision and the result recorded. Where it is deemed that the evidence provided does not satisfy the required Competency Standard, the assessor will identify gaps and provide information and advice on ways to gain the necessary skills or knowledge, generate appropriate evidence and/or inform the candidate of the appeals provisions.

Further information on the recognition of prior learning and the recognition of current competencies may be found on page 10.

Pathway 3: Recognition of relevant industry standards

Candidates who have received formal recognition in units of competence from an allied or relevant industry may apply for recognition from the Registered Training Organisation or appointed nominee. An agreed mapping process undertaken by related industries will enable mutual recognition of common units of competence.

The applicant would need to provide documentation and or details of unit(s) held and the unit(s) sought, including any assessment reports to the Registered Training Organisation for a judgement. The evidence used should be based on the candidate's record of achievement in relation to the units of competence for which recognition is sought.

Assessment of such evidence may indicate achievement of specific Competency Standard(s) or learning outcome(s), in which case the candidate will be informed of the decision and the result recorded. Where it is deemed that the evidence provided does not satisfy the required Competency Standard, the assessor will identify gaps and provide information and advice on ways to gain the necessary skills or knowledge, generate appropriate evidence and/or inform the candidate of the appeals provisions.

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ASSESSOR QUALIFICATIONS AND TRAINING

Assessment against the competencies in the Training Package must be carried out according to these guidelines. Assessment against the competencies in Training Packages from other industry sectors must be carried out in accordance with the assessment guidelines document that belongs to that industry's Training Package.

The guidelines include the necessary qualifications for those conducting assessments and provide for those situations where more than one person may contribute to the assessment and where one person may not hold the required technical and assessment competencies.

The employer and/or registered training provider may meet the requirements for using qualified assessors through the use of any of the following options:

- a workplace assessor who holds competencies for assessors contained in the Training Package for Assessment and Workplace Training

  BSZ410A Plan Assessment *BSZ402A Conduct Assessment*
  BSZ403A Review Assessment

which are deemed equivalent to:

  Conduct Assessment in Accordance with an Established Assessment Procedure
  Extension Unit: Plan and Review Assessment

and the relevant industry specific technical competencies;

- a workplace assessor who holds competencies for assessors contained in the Training Package for Assessment and Workplace Training and who can access and be advised by a workplace assessor competent in the relevant vocational competencies to at least the level being assessed;

- an assessment panel which includes at least one person with the relevant Competency Standards as well as at least one person with the relevant vocational Competency Standards at least to the standards being assessed; and

- an external assessor who is competent against the assessor Competency Standards, in cooperation with a workplace supervisor who has the relevant vocational competencies at least to the level being assessed.

To ensure effective and quality standards, registered assessors are required to maintain ongoing demonstrated competency appropriate to the skill area(s) involved. The maintenance of this level may involve appropriate professional development for assessors and verifiers. To assist in this process the Registered Training Organisation, where appropriate, should ensure that each assessor:

- is kept up-to-date with regard to areas where assessment procedures are changing or developing
- will have access to information about professional development opportunities and courses available in vocational and assessment areas
- will be provided with an ongoing information stream on assessment tips, tools and techniques through regular information bulletins from the ITAB

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GUIDELINES FOR DESIGNING ASSESSMENT MATERIAL

Principles of Assessment

The Training Package is structured to allow the units of competency to be delivered in an integrated, flexible manner in an on or off-site and/or on or off-the-job environment with emphasis on the occupational skills, knowledge and training required for the Local Government sector. It is essential, therefore, for the successful implementation of the Local Government Training Package that assessment is effective and objective.

Assessment must be:

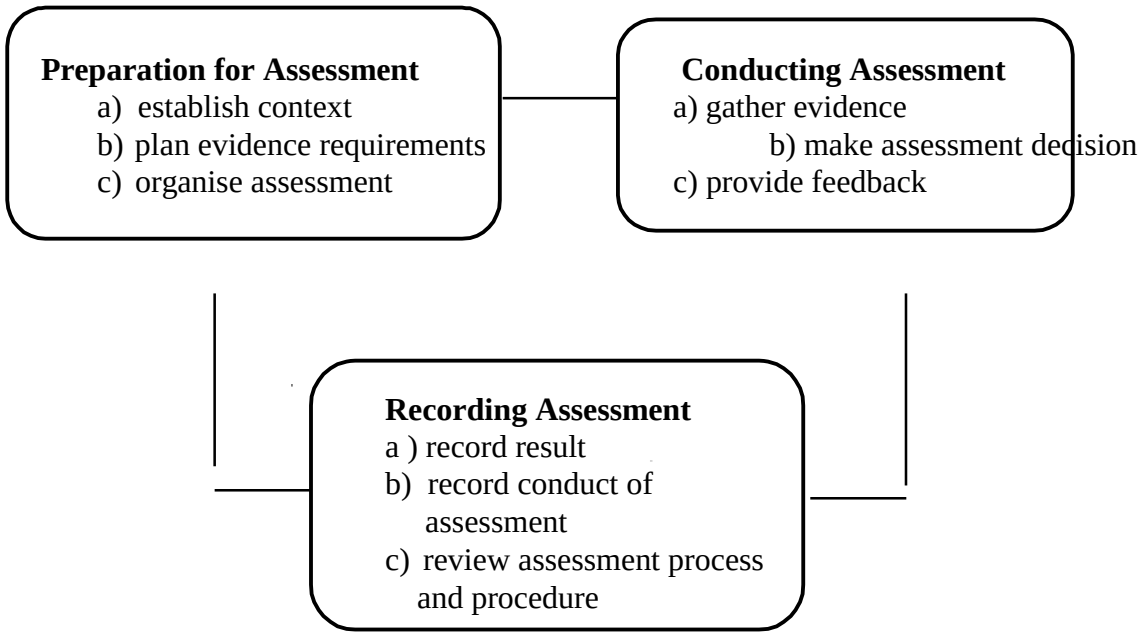
Reliable methods and procedures are consistent for all candidates and in accordance with the relevant Competency Standards

Flexible to allow for diversity, assessment may take place in an on or off-site and/or on or off-the-job environment

Fair and Consistent particular candidates are not disadvantaged. Consideration must be given to candidates' linguistic and physical abilities as well as the environment within which the assessment is taking place (rural/urban or indoors/outdoors)

Valid collected evidence is sufficient and directly related to the task or skill that is being assessed

The assessment process will essentially require three phases to ensure that all the criteria are met:



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Preparation for Assessment

The main issues to be satisfied for the planning and preparation of the assessment include the following:

- identify appropriate Competency Standards
- provide candidate with appropriate Competency Standards
- discuss and confirm the process and purpose of assessment with candidate
- obtain candidate's agreement to the assessment procedure
- identify opportunities for gathering of competencies
- inform the candidate of the evidence required for the demonstration of competence
- identify the technique used to assess the candidate's performance
- ensure the environment allows for a fair, valid and reliable assessment that is safe and accessible
- ensure available resources are appropriate and functional
- confirm the context and arrangements with the candidate
- inform relevant persons of assessment plans

Assessment Recording Devices

Assessment results will be recorded by a variety of methods that may include but are not limited to:

- on-site log books
- training record books
- skills passports

Guides for Assessment Activities

A guide to the methods by which evidence of achievement can be assessed is contained within each unit of the Local Government Training Package. This should be provided to the participants. The guides are included as a resource and have been designed to assist both training organisations and workplace assessors.

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GUIDELINES FOR CONDUCTING ASSESSMENT

Issues to be satisfied during the assessment period by the appointed assessor(s) include:

- Opportunities must be provided for candidates to be involved in the planning and preparation for assessment to ensure their readiness and availability. The evidence collection opportunities and the environment within which the assessment is to occur is conducive to all parties and satisfies the competency requirements;
- Attempts should be made, where appropriate, to incorporate more than one assessment criterion or learning outcome into a single assessment activity;
- Assessment results should indicate either achievement or non-achievement of learning outcomes/competencies;
- Candidates should be supplied with clear and accurate advice on expected assessment standards before the assessment occurs;
- Gathering of evidence for assessment must be gender and culture inclusive and take into account language, literacy and numeracy skills;
- Candidates who fail to meet the standards should be provided with feedback and generally be entitled to re-attempt the task at a mutually agreed time; and
- Advice on assessment re-submission process and policy will need to be provided by the institutions or providers in a clear and timely manner to candidates.

Assessment should be conducted so that candidates are:

- treated fairly, consistently and with dignity
- given full opportunity to demonstrate their abilities and skills
- have any shortcomings or inadequacies identified and explained in relation to the required standards in a sensitive and constructive manner
- have assessment decisions explained clearly, logically and in an appropriate manner

Conducting Assessment

The main issues to be satisfied for the conduct of the assessment include the following:

- gather evidence in accordance with Competency Standards and Local Government sector assessment procedures
- ensure specified and agreed assessment methods and tools are used
- ensure and evaluate evidence in relation to Competency Standards and Local Government sector assessment requirements and procedures
- make assessment decision according to criteria specified in assessment requirement and standards
- provide candidate with guidance and supportive feedback at every opportunity
- provide information on processes and procedures for re-assessment, where appropriate

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Recording Assessment

Appointed assessor(s) need to:

- promptly and accurately record results according to specified assessment procedure;
- maintain assessment records in a safe and secure place ensuring confidentiality of outcome;
- promptly and accurately record and report conduct of assessment and refer to appropriate person or Registered Training Organisation. This may include any disputed assessment decision; and
- provide suggestions for possible improvement of assessment procedures and processes. It may also be appropriate and beneficial for all parties involved, including the candidate, to review the assessment procedure and the operation of the assessment for possible improvement.

Assessment Strategies

This Training Package includes a variety of assessment modes, instruments and events which include but are not limited to:

- written tests, assignments, presentations
- oral questioning, presentations
- group activities including role play
- practical application of skills/performance under supervision
- research tasks, projects
- peer, collaborative, self appraisal
- recognition of prior learning

Students who have identified themselves as having a disability may have the right to special assessment conditions.

There are many ways to carry out the assessment process. Some principles that can optimise learner outcomes include:

- assess existing skills
- assess candidate during training by evaluating the performance and the outcome on a regular basis and provide feedback on all occasions
- after training, collect evidence on work performance measured against the standards required and the stated assessment criteria

Recognition of Prior Learning and Recognition of Current Competencies

Participants who consider that they already possess the competencies identified in all or part of this course should be encouraged to seek the appropriate recognition from the course provider.

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This process is referred to as recognition of prior learning or recognition of current competencies. Recognition of prior learning and current competencies is the determination, on an individual basis, of the competencies obtained by a learner through:

- previous formal training
- work and/or life experience
- a combination of the above

Recognition of prior learning and current competencies therefore allows for the recognition of an advanced standing to which the learner is entitled in relation to a training course. The main focus of recognition of prior learning and recognition of current competencies is what has been learned rather than how, where or when it was learned.

If the applicant has learned something at work or elsewhere which is relevant to the course, then he/she may not have to study modules covering that content. Recognition of prior learning and recognition of current competencies can only be recorded at a unit level.

Learners seeking recognition of prior learning or recognition of current competencies must establish the currency of their skills or competence. The assessment process will be carried out in accordance with the recognition of prior learning policy. Guidelines for recognition of prior learning should be available from each State/Territory Training Authority. This may involve the collection and submission of a range of evidence, such as examples of work performed, prior achievement documentation, references etc.

Appeals and Re-assessment Process

If a candidate is dissatisfied with an assessment outcome he/she has the right of appeal and, where appropriate, re-assessment. Candidates may appeal a decision if they feel their competency was not accurately assessed in accordance with the issues as outlined in Guidelines for Conducting Assessment (page 9).

It is the responsibility of the Registered Training Organisation to ensure that an appeals and re-assessment process is established and all parties involved in the assessment are made aware of the existence of the appeals procedure and the actions required.

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SOURCES OF INFORMATION ON ASSESSMENT

The following list is a guide only to the range of assessment resources currently available for use for the Local Government Training Package.

General

Assessment, DEET, Australian Government Publishing Services, Canberra, ACT, 1994

Competency Standards for Assessment, Australian National Training Authority, GPO Box 3120 Brisbane, QLD, 1995

Competency Standards for Assessment, National Assessors and Workplace Trainers Body, PO Box 2164, Clovelly, NSW

Foyster, John *Getting to Grips with Competency Based Training and Assessment*, NCVER, PO Box 115, Kensington Park, SA, 1990

Guide to the Competency Standards for Assessment, National Assessors and Workplace Trainers Body, PO Box 2164, Clovelly, NSW

Hagar, P *Principles of Competency Based Assessment*, in *Testing Times* conference papers, NCVER, PO Box 115, Kensington Park, SA, 1993

Hall, W and Saunders, J *Getting to Grips with Assessment*, NCVER, PO Box 115, Kensington Park, SA, 1994

Rutherford, P *Competency Based Assessment: A Guide to Implementation*, Pitman Publishing, Melbourne, VIC, 1995

Rutherford, P *Competency Based Assessment: The Assessors' Manual*, Pitman Publishing, Melbourne, VIC, 1995

Rumsey, D *Assessment: Practical Guide*, Australian Government Publishing Services, Canberra, ACT, 1994

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Administration

National Clerical - Administrative Competency Standards (Private Sector), Third Edition, Admin Training Company, Level 4 464 St Kilda Road, Melbourne, VIC

Office Admin Assessment Kit, Admin Training Company, Level 4 464 St Kilda Road, Melbourne, VIC

Level 4 Business Admin Kit, Admin Training Company, Level 4 464 St Kilda Road, Melbourne, VIC

Assessor's Manual: Assessing Clerical - Administrative Competencies in the Workplace, Admin Training Company, Level 4 464 St Kilda Road, Melbourne, VIC

Community Services

A Guide to Workplace Assessment in the Community Services and Health Industry, Australian Training Products, GPO Box 5347 BB, Melbourne, VIC

A Guide to Developing Assessment Tools in the Community Services and Health Industry, Community Services and Health ITAB, GPO Box 9848, Sydney, NSW

Tourism

ACCESS Assessors Workshop, Tourism Training Australia, PO Box Q309 Post Shop, Sydney, NSW

Front Line Management

Front Line Management Competency Standards, Australian National Training Authority, GPO Box 3120, Brisbane, QLD

Construction

National Building and Construction Industry Competency Standards, Construction Training Australia, PO Box 860, Hawthorn, VIC

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AUSTRALIAN LOCAL government Training

Local Government Training Package

LGA00

PART THREE: COMPETENCY STANDARDS

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The national Industry Training Advisory Board for Local Government

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GPO Box 5347BB Melbourne Victoria 3001 Australia
Telephone +61 3 9630 9800
Facsimile +61 3 9630 9888

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Part Three: Competency Standards

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AUSTRALIAN LOCAL government Training

Local Government Training Package

COMPETENCY STANDARDS: INTRODUCTION & GUIDE

LGA00

The national Industry Training Advisory Board for Local Government

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Competency Standards in Training Packages

Competency Standards define the level of skills, knowledge and attitudes required for particular roles, functions or areas of work carried out in an industry or relevant to a number of industries. They represent the relevant industry's work requirements, describing both the content of the area of work defined by the competency and the level of performance expected.

Competency Standards provide guidance on working more effectively and productively. They assist industries in improving the skill levels of their employees and provide employees with a nationally recognised and transferable currency.

Individual Competency Standards are often referred to as units or units of competency. Each unit refers to a discrete area of competency that can stand alone.

Competency Standards can be used for many purposes. Within Training Packages, Competency Standards set the benchmarks for:

- the content of training programs
- assessment
- recognition of competency within and across industries
- qualifications
- credit transfer between qualifications

The Components of a Competency Standard

Competency Standards within Training Packages are presented in an established and consistent format to assist users and to provide a nationally consistent system across industries and training organisations.

This format comprises the following components:

A Unit Title – a title that identifies the general area of competency encompassed by the standard.

A Unit Descriptor – a statement that provides added explanation to the unit title and which helps clarify the scope and intent of the unit.

Elements – these are the building blocks of the unit. They describe the specific outcomes or functions that are encompassed in the unit and can be individually demonstrated.

Performance Criteria – define the specified performance level for the individual elements of competency. They focus on the evidence required to show that a person can undertake the activity to a level acceptable in the workplace.

Range of Variables – this component sets out the range of situations and conditions in which the specific unit of competency can be performed.

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Evidence Guide – this part of the unit outlines the type and scope of evidence required to assist in determining whether competency has been achieved. The Evidence Guide identifies a number of relevant factors to be taken into account in making this judgment. These include:

- Critical aspects of evidence
- Interdependent assessment of units
- Underpinning knowledge
- Underpinning skills
- Resource implications
- Consistency in performance
- Context of assessment

Key Competencies

Each unit also identifies the relevant key competencies and performance levels that are imbedded in the Competency Standard. Key competencies represent the underpinning and transferable areas of general competence essential for effective participation in emerging patterns of work and work organisation. Three performance levels have been identified for each of the seven key competencies and these are described below.

1	Collecting, analysing and organising information
2	Communicating ideas and information
3	Planning and organising activities
4	Working with others and in teams
5	Using mathematical ideas and concepts
6	Solving problems
7	Using technology

Performance **level 1** describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgments about quality of outcome against established criteria.

Summary

- carries out established processes
- makes judgements of quality of outcomes using given criteria

Performance **level 2** describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

Summary

- manages processes
- selects the criteria for the evaluation process

Performance **level 3** describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Summary

- establishes principles and processes
- evaluates and reshapes processes
- establishes criteria for evaluation of processes

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Benefits of Identifying Key Competencies in Industry Standards

- tool for use in quality management and review of standards
- tool for applying standards to curriculum and resource development
- tool for use in the development and implementation of assessment
- tool for use in recognition of prior learning and current competence
- tool for use in career guidance
- tool for use in staff selection
- provides a better link between workplace competencies and school and post school curriculum
- provides valuable benchmarks across occupations in employment related areas

Competency Standards Development Process

The Local Government Competency Standards in this Training Package were developed following an extensive consultation process involving Local Government personnel and peak organisations from all states and territories.

The earlier 1997 Local Government Competency Standards were reviewed as the basis for the Training Package. This review indicated general satisfaction with the existing standards but highlighted a number of gaps. Concern was expressed about the general usability and accessibility of the standards and the lack of portability into other industries. Changes have been made in response to industry feedback and to conform to the new Training Package requirements.

Coding of Local Government Units

All units have been coded to enable individual identification on the National Training Information System of the Australian National Training Authority (ANTA).

The code contains four components:

- An alpha identifier for the Training Package – this is represented by the first three letters of the code, which in this instance is LGA.

- An alpha identifier for the field of competency/pathway within the Training Package – this is represented by an alpha code which follows the Training Package code. The field codes are:

    - CORE for the units that have been identified as core units in a qualification
    - COM for the units that have been identified as common elective units within a qualification
    - GOVA for units that are packaged in the Governance and Administration pathway
    - PLEM for units that are packaged in the Planning and Management of the Physical Environment pathway
    - EHRW for units packaged in the Environmental Health and Regulation pathway relating to waste management functions of Local Government
    - EHRH for units packaged in the Environmental Health and Regulation pathway relating to health functions of Local Government

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- EHRR for units packaged in the Environmental Health and Regulation pathway relating to regulatory functions of Local Government
- WORK for units packaged in the Operational Works pathway

- A three letter numeric code representing both the qualification level in which the unit has been packaged and the number of the unit in the field at the level.

- A single letter "A" which identifies the unit as the first version of the unit within the Training Package.

The code for *Prepare Accounts for Rates* is LGAGOVA411A. In this example:
"LGA" is the Training Package identifier
"GOVA" is the field or pathway identifier
"4" indicates the unit is packaged at the Certificate IV qualification level
"11" indicates it is the eleventh unit packaged at the Certificate IV in this pathway
"A" signifies the version of the unit in the Training Package

Licensing Requirements

Licensing requirements (e.g. motor vehicle driver's licences, plant operator licences) may change during the five year life of these standards and the standards may therefore not reflect current requirements. All national/state/territory licensing requirements current at the time of assessment of competency must be adhered to.

Guidelines for Customisation of Units

Customisation refers to the tailoring of units of competency to reflect the work at a particular enterprise. To ensure the integrity of the standards, any customisation of the Local Government Competency Standards must be undertaken within the following guidelines. If these guidelines are followed by the enterprise, the unit will be considered *equivalent* to the original unit. This means a person who is competent in the enterprise unit is also competent in the equivalent unit in the national standards.

Any customisation or contextualisation of units of competency must ensure the integrity of:

- Industry skill requirements
- Industry portability requirements
- The national Competency Standards system
- The existing, endorsed industry qualifications

Customisation can occur through contextualisation of the units to reflect specific workplace or Council requirements, as long as the original intent and integrity of the unit is not compromised.

This can be achieved through changing the wording of the performance criteria, range of variables or evidence guide of a unit to reflect the specific needs of the organisation.

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Customisation of the Performance Criteria

Customisation in performance criteria can be undertaken in statements such as '*according to Council policy and procedures', 'according to workplace procedures and standards'* etc. In such cases there are two options:

- Relevant policy/procedures/standards may be inserted into or referenced in the performance criteria.
- At the time of assessment, assessors may use their judgment to interpret the requirements of the performance criteria, based on their expertise in the functional area.

Customisation of the Range of Variables

The range of variables is the primary tool for customisation of the standards. The range of variables defines a number of contexts in which the competency *may* be applied. Because of the diversity of size, location and organisational structure of Councils, application of competency will vary significantly. Assessors must therefore exercise judgment in selecting from, or adding to, the contexts of assessment defined in the range of variables statements to ensure relevance to their enterprise whilst maintaining the integrity of the competency standard.

Customisation of Evidence Guides

Application of judgment by assessors is limited by the requirements specified in the critical aspects of evidence in the evidence guides. These critical aspects may not be overwritten at enterprise levels. Enterprises can however add to the critical aspects of evidence by specifying a variable, or a number of variables, or particular performance requirements as critical to their enterprise.

Customisation of other Industry Competency Standards

Where Competency Standards have been sourced from other Training Packages and endorsed Competency Standards, the customisation guidelines of the original Training Package developer will be adopted by the Local Government industry to ensure portability of qualifications.

All units incorporated into the Local Government Training Package have been included in the original form and content of the developer.

Stating equivalence

To acknowledge that customisation has taken place and that the unit is now specific to a particular enterprise:

- Create a new unique identifying number for the unit. This is best achieved by replacing the LG prefix with an enterprise specific prefix.
- Include in the unit descriptor the following statement: *This unit is equivalent to Unit LGAXXX000A.*

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An example of customisation of a unit is set out below.
Unit Title and Code: *Work Effectively in the Local Government Context* (LGACORE104A)

Italicised words below indicate where an enterprise may customise by defining own requirements in these areas.

	ELEMENT		PERFORMANCE CRITERIA
2	Accept responsibility for quality of own work	1	Work area is well organised and safe in accordance with *relevant standards and policies*
		2	Own work is monitored and adjusted according to *requirements for job quality, customer service, public responsibility and resource use*
		3	*Council's code of conduct* is adhered to
		4	Variations in the quality of service and/or products from required standards are detected and reported *in accordance with Council procedures*
		5	Quality improvement tools and techniques are used, both individually and as part of a team, to systematically improve the quality of work and services
3	Manage own work	1	Instructions are interpreted correctly and checked against *prescribed scope and standards of work*
		2	*Factors affecting work requirements* are identified and appropriate action taken
		3	Workload is assessed and prioritised within allocated timeframes
		4	Need for additional support to improve performance is communicated clearly to the *appropriate person*

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RANGE OF VARIABLES	
Factors affecting work requirements	time, weather, contingencies, other work demands
Standards	standards set by work group, organisational policies and procedures, specified work standards, legislation, Australian standards
Policies and procedures	quality system policies and procedures, environmental, accident reports, responsibilities and duties

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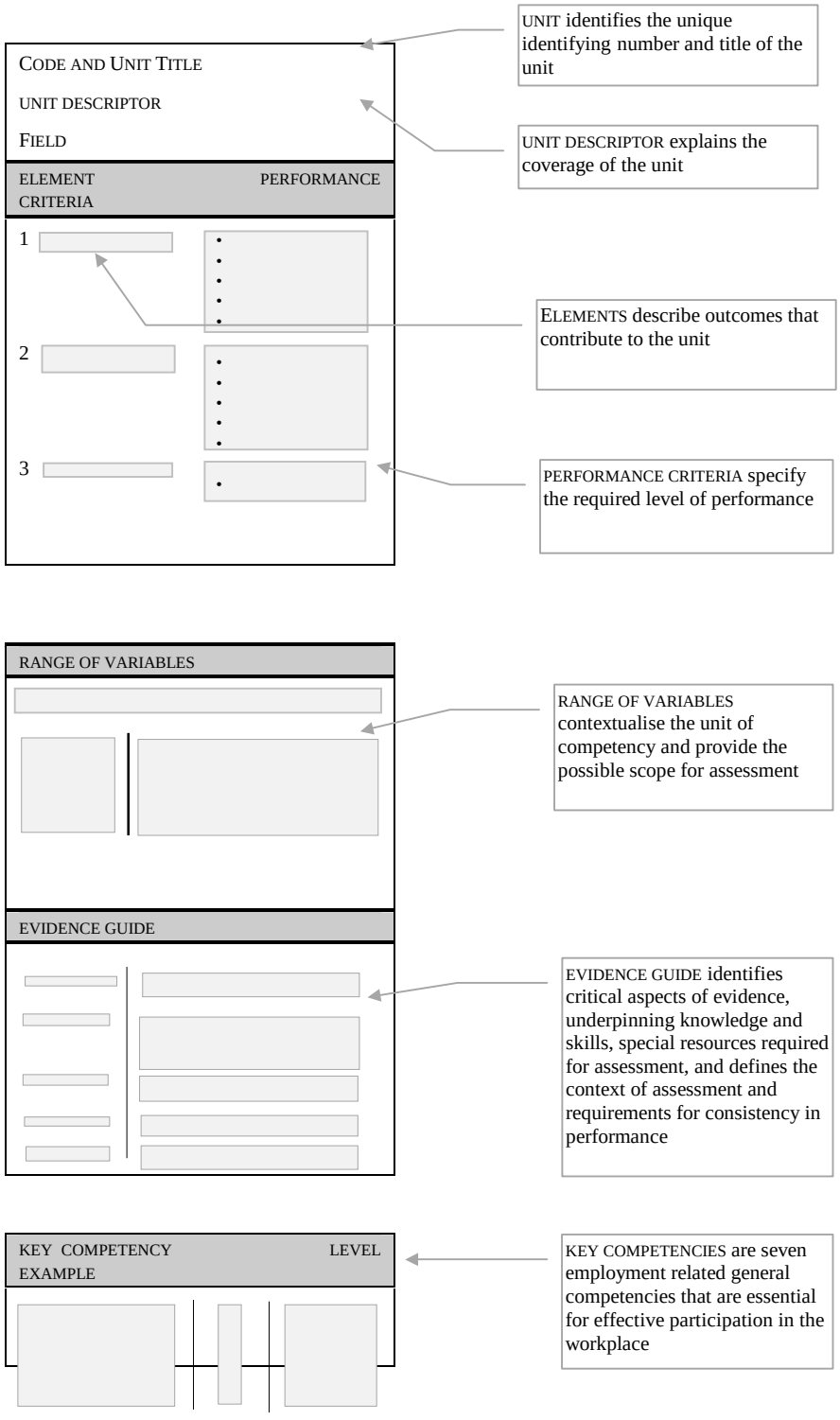
Format and Structure of the Local Government Units

The units of competency are presented in a format required for Australian Competency Standards by ANTA.



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List of Unit Titles by Field/Pathway

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Develop, Implement and Review Policies and Procedures	LGACOM603A	156
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Recommend Rates and Charges	LGAGOVA508A	369
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Manage Data within Council's Geographic Information Systems	LGAPLEM610A	247

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Plan for the Safe Movement of Pedestrians	LGAPLEM511A	291
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ENVIRONMENTAL HEALTH AND REGULATION

TITLE OF UNIT	CODE	Page
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Conduct Waste Management Audits and Assess Needs	LGAEHRW601A	69
Contribute to the Public Health Emergency Management Plan	LGAEHRH602A	79
Coordinate Council's Responsibilities in Food Safety	LGAEHRR501A	86
Coordinate Immunisation Programs	LGAEHRH502A	91
Coordinate Programs for the Controlled Disposal and Containment of Residual Waste	LGAEHRW503A	96
Coordinate the Implementation of Council's Waste Management Strategy	LGAEHRW603A	103
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Develop Public Education Programs to Improve Community Compliance with Environmental Health Regulation	LGAEHRR504A	165
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OPERATIONAL WORKS		
The Operational Works pathway consists of six qualifications, including key aspects of Local Government Civil Construction and Outdoor Works. For a full listing of the Operational Works Units of Competency, please refer to the separate accompanying Operational Works booklet.		Refer separate booklet

UNIT LGACORE101A	ACCESS LEARNING OPPORTUNITIES

UNIT DESCRIPTOR	This unit covers taking responsibility for own workplace learning and skills development
FIELD	Core Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Identify learning goals	1	Possible current and future learning goals are identified in consultation with relevant personnel
		2	Relevant documents are consulted to assist with establishing training needs and learning goals
		3	Immediate and future goals are set
2	Select appropriate strategies for achieving learning goals	1	A range of possible strategies for learning is identified
		2	Strategies which suit personal characteristics are selected to promote most effective achievement of learning goals
		3	Any additional skills required to achieve learning goals are identified
		4	Opportunities to meet identified learning needs are accepted
		5	Resources to support learning are accessed as appropriate
3	Learn from workplace experience	1	Appropriate information is obtained and examined before undertaking new tasks
		2	Support is promptly sought when difficulties arise
		3	Feedback is actively and regularly sought on performance and progress
4	Work cooperatively with others to facilitate learning	1	Own knowledge and skills are contributed to achieve work group learning
		2	Contributions of others to achievement of work group goals are recognised
		3	Constructive suggestions and feedback are given and accepted within the learning group
5	Maintain record of learning	1	Information regarding learning and competency development is recorded in accordance with Council and workplace requirements

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will also vary according to training requirements of state/territory Local Government Act and the human resource and training policies of the Council

Learning opportunities	work experience, training courses, on-the-job training, private study, seminars, conferences, practice, training
Relevant personnel	supervisor, manager, training officer, human resource personnel
Relevant documents	competency standards, training plans, course descriptions, learning outcome statements, relevant award clauses
Learning strategies	interacting with others, observation, questioning, rote learning, learning from written materials
Difficulties	problems affecting production, safety, environmental issues, problems with the learning process
Feedback	spoken or written from other learners, co-workers, supervisor, trainer, manager
Additional skills	literacy, numeracy, English language
Resources	material resources: folders, manuals, texts, relevant plant and equipment, stationery, library books human resources: work colleagues, contractors, consultants, other learners, supervisory personnel, off-site personnel

EVIDENCE GUIDE

Critical aspects of evidence	identification of learning goals/skill development needs consultation with others maintenance of records identifying skills to meet learning goals
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	different learning strategies including identifying relevant key points from spoken and written material, organising information, using feedback in learning, analysing expert performance personal learning style concept of lifelong learning

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	Council structure negotiation strategies including clear expression of personal needs and opinions, providing supporting reasons, considering suggestions of others, responding appropriately reading strategies including locating specific information, reading in detail Council policies and procedures regarding training and learning Council services, facilities and activities
Underpinning skills	self-directed learning negotiating reading/literacy self assessment record keeping identification of own skills
Resource implications	access to workplace or simulated case study that encompasses material and human resources including Council documents, technical equipment, stationery, library resources, relevant Council personnel
Consistency in performance	evidence will need to be collected over a period of time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	identify career options
Communicate ideas and information	**1**	discuss learning needs, record information
Plan and organise activities	**1**	plan learning events
Work with others and in teams	**1**	work with training officer/supervisor to develop training plan
Use mathematical ideas and techniques		
Solve problems	**1**	
Use technology	**1**	access appropriate equipment

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UNIT LGAPLEM501A	ACHIEVE AN EFFICIENT AND SUSTAINABLE USE OF NATURAL RESOURCES
UNIT DESCRIPTOR	This unit covers the identification, implementation and monitoring of strategies for sustainable resource use
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Assess resource availability	1	Data on resources where Council can influence use are identified and collated in a comprehensive manner
		2	Targeted resources are defined in house and/or in the Local Government area by type, amount and degree of availability
2	Assess current resource utilisation	1	Reliable measurable indicators of resource utilisation are identified to provide data on resource consumption
		2	Measurement is undertaken accurately and comprehensively
		3	Comparisons are made against identified practice from a variety of sources and accepted standards of performance
3	Develop strategies for efficient resource usage	1	The potential for efficient resource usage is identified
		2	A practical feasibility analysis is carried out on opportunities and options for minimisation in the local context
		3	Strategies are selected and prioritised based on effectiveness, efficiency and availability of resources
		4	Personnel responsible for strategy implementation are identified
		5	Strategies are presented at appropriate level in organisation for endorsement and are referred to appropriate personnel for implementation
4	Monitor and review effectiveness of ways to reduce resource usage	1	Regular data is collected and analysed to provide accurate measures of performance
		2	Comparisons are made with strategy objectives to assess effectiveness

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3 Changes to implementation strategy are made as required in a timely manner to ensure outcomes are achieved or alternatives introduced

4 Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

5 Information is shared on a regular basis with other Councils and relevant agencies

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Resources	water, energy, timber, soil/sand/rock, ores, air
Assessments	audits (e.g. energy audits), surveys
Information	internet information, state of the environment reports, new technology developments related to sustainability, results of monitoring and research

EVIDENCE GUIDE

Critical aspects of evidence	comprehensive data of local relevant resources relevant data gathered from a variety of sources analysis of data to indicate options for sustainable use of resources evidence of consultation with appropriate stakeholders to gain support for identified strategies clear and accessible reports which provide practical strategies evidence of review and monitoring of strategies material prepared and disseminated to community and other stakeholders
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	environmental issues principles of ecologically sustainable development impacts of overuse of resources on the environment state of the environment reports relevant legislation resources available resource usage minimisation community needs and expectations regulations/standards/policies training requirements community information community demographics Council policies and protocols
Underpinning skills	data gathering analytical budget cycle program planning, review and monitoring evaluation processes presentation
Resource implications	access to natural resources which forms the focus of the assessment including water resources, land resources, soil and rock, and air; access to previously collected data such as surveys, government reports, academic research, the internet
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect data on resources, relevant policies and legislation
Communicate ideas and information	**2**	present information on analysed data with recommendations to inform relevant Council staff
Plan and organise activities	**2**	plan and organise a briefing for appropriate Council staff on simple but effective energy reduction strategies
Work with others and in teams	**2**	work with Council staff to identify the impact of various strategies on work organisation
Use mathematical ideas and techniques	**1**	work out a percentage reduction target for a variety of consumables
Solve problems	**2**	renegotiate timelines appropriately
Use technology	**1**	maintain data base of contacts, financial spreadsheets, access internet

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AUSTRALIAN LOCAL government Training

Local Government Training Package

Local Government Competency Standards

LGA00

The national Industry Training Advisory Board for Local Government

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UNIT LGACOM601A	ACQUIRE AND DISPOSE OF ASSETS

UNIT DESCRIPTOR	This unit covers planning for and undertaking acquisition of new assets and disposal of surplus assets
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Plan to introduce new assets	1	Clear need for asset is demonstrated based on strategic or customer requirements
		2	Alternative options are identified
		3	Level of service in relation to demand, reliability, quality and lifespan of asset is assessed
		4	All costs relating to the life cycle of the asset are predicted
		5	Planning strategies clearly identify how life cycle costs are to be funded
		6	Performance of assets and probability of failure for aggregated and individual assets are predicted
		7	Planning decisions are analysed for cost options
2	Conduct project evaluation	1	Costs for new service or service levels are compared with alternative options to enable selection of option that best satisfies need
		2	Costs for new services or service levels are assessed as justifiable in terms of benefits
3	Determine acquisition/supply strategy	1	Acquisition/supply strategy is determined to clearly define key asset deliverables
4	Collect asset information for management system	1	Commissioning lists are completed and life cycle condition monitoring and maintenance programs set up
		2	Asset management systems are implemented
		3	All documentation recording relevant details on the asset is collected
5	Plan for disposal of surplus assets	1	Current condition and ultimate failure mode of asset is confirmed
		2	Availability of asset/components for disposal is assessed in terms of current usage, potential usage and availability of alternate service options

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		3	Book value and accumulated depreciation of asset are identified to enable profit/loss on disposal to be calculated
		4	Barriers to disposal of asset are identified
		5	Methods of disposal are identified and assessed against organisational and legislative requirements and costs
6	Dispose of assets	1	Assets are disposed of in line with legislative requirements
		2	Disposal of assets is conducted in line with Council's renewal/replacement policies

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Asset acquisition/creation	relates to the provision of, or improvement to, an asset where the outlay can reasonably be expected to provide benefits beyond the year of outlay
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plant and equipment
Strategic requirements	political, social, financial, technical
Barriers to disposal of assets	legal, physical, environmental, social, heritage
Methods of disposal	sale, donation, exchange, cannibalism
Council policies relating to disposal	environmental, heritage
Alternative options	non-asset solutions e.g. demand management, augmentation or alteration of existing assets, adjust utilisation levels of existing assets, joint ventures, leasing, changing service levels
Relevant details to be documented	cost of asset, projected life cycle costs

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Life cycle costs	development, design, purchase and/or construction, operation, maintenance, disposal
Cost options	adjust level of service, change maintenance regime, reduce demand or growth in demand to avoid capacity failure

EVIDENCE GUIDE

Critical aspects of evidence	demonstration of need for asset and consideration of full range of alternatives costing to include all life cycle costs collection of asset information and implementation of asset management systems adequate planning for disposal of assets disposal of assets in line with all requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LGAGOVA614A - Monitor and Maintain Quality of Asset Management System
Underpinning knowledge	financial functions of asset register Council policy legislative requirements of disposal and acquisition compensation legislation state/territory environmental planning and assessment acts Local Government legislation and other relevant legislation asset management software
Underpinning skills	planning analyzing assessing decision-making evaluating completing documentation
Resource implications	access to workplace or simulated case study on purchase and disposal; in off-the-job situation students must have access to relevant data on asset costs, relevant legislation, Council policies, asset management software

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Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated. Assessment is best demonstrated by submission of a documented strategy outlining the steps involved in asset acquisition /disposal
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	determine alternative options to acquisition
Communicate ideas and information	**2**	document planning strategies
Plan and organise activities	**3**	plan acquisition strategies
Work with others and in teams	**1**	
Use mathematical ideas and techniques	**3**	undertake life cycle costing
Solve problems	**2**	determine appropriate disposal method
Use technology	**3**	predict life cycle costs of plant

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UNIT LGACOM401A	ADMINISTER CONTRACTS
UNIT DESCRIPTOR	This unit covers the administration, monitoring and transition of contracts
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Establish administration procedures	1	Administrative processes for contracts are implemented according to Council quality improvement procedures
		2	Contract requirements are confirmed with relevant contract personnel
		3	Complaint system is established according to Council policy and procedures
		4	Consistent and accurate records of contract progress are maintained
2	Monitor contract timeframe and specifications	1	Regular inspections of contract services are undertaken to ensure compliance with specifications and program for completion
		2	Regular planned progress meetings are held and documented between all contract personnel to ensure problems are identified and resolved early
		3	Variations between the specified scope of services and the contract are identified and documented, and relevant personnel notified without delay
		4	Testing of services in progress is carried out as required by the contract in accordance with legislation, regulation and Council policy
3	Monitor costs	1	Contract costs are monitored on a regular basis to ensure that the service is carried out within financial and contractual requirements
		2	Payments for contract services are authorised in accordance with the conditions of contract and delegation of officer
		3	Transaction costs are monitored through an established system
4	Resolve contractual disputes	1	Disagreements are investigated to identify cause and validity
		2	Terms of resolution are negotiated and agreed

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		3	Contract provisions for dispute resolution are followed
		4	Legal and management advice is sought at an early stage of any dispute, to ensure that the contractor has a clear understanding of the Council's legal position and that the Council is not exposed to undue legal risk
		5	Appropriate legal advice is sought at any stage in order to clarify any technical aspects of a dispute
5	Implement contract transition	1	Contract conditions and responsibilities are reviewed with relevant personnel to ensure satisfactory completion of contract
		2	Contract completion is authorised in writing to confirm completed services have been undertaken according to contract objectives and specifications
		3	Final statement is reconciled
		4	Contractor performance/level of service is evaluated against agreed benchmark
		5	End-of-service or renewed contracts are co-ordinated to meet Council requirements
		6	Quality of contract documentation is assessed

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Contract administration	supervision, management, monitoring, overseeing
Records of contract progress	photographs, data, progress reports, customer surveys, minutes of meetings
Services	product, maintenance, supply, cleaning, waste, civil, child care, other Council services
Testing	sample, routine checks, audit, observation, meetings, laboratory, occupational health and safety, equal employment opportunity
Payments	progressive, lump sum
Conditions of contract	tender documentation, maintenance plan, defects liability
Performance of contractor is evaluated	in terms of adherence to timelines, estimated costs, progress toward objectives, adherence to quality standards, occupational health and safety, equal employment opportunity practices

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EVIDENCE GUIDE

Critical aspects of evidence	maintenance of files relating to records of meetings, payment, progress reports, file notes and discussions effective communication with the contractor monitoring of industry changes and making recommendations ability to cover a range of contracts maintenance of up-to-date insurance files, WorkCover, occupational health and safety and audit processes
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	occupational health and safety procedures and policies relevant legislation, regulation and Council policies contract procedures contract law knowledge of the contract service performance standards and analysis complaints procedures costing processes
Underpinning skills	negotiation/liaison across a range of internal/external customers contingency management contract interpretation project management conflict resolution client interaction financial time management
Resource implications	access to workplace or simulated case study that provides such resources as a range of Council contract documentation and records, relevant commercial law texts on contracts, relevant Council policies and procedures documents
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	establish administration procedures
Communicate ideas and information	**2**	communicate with contractors, identify and resolve problems
Plan and organise activities	**2**	undertake inspections to ensure contract timelines are met
Work with others and in teams	**1**	seek management advice
Use mathematical ideas and techniques	**1**	reconcile final statement
Solve problems	**1**	follow contract provisions to resolve disputes
Use technology	**1**	use mobile phones, computers

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UNIT LGAGOVA401A	ADMINISTER THE ELECTORAL ROLL

UNIT DESCRIPTOR	This unit covers developing and distributing an electoral roll of eligible voters
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Establish nominees and entitlements	1	Relevant company and group nominees are identified within Council and legislative requirements
		2	Classes of eligible voters with relevant entitlements are identified
2	Compile electoral roll	1	Information requirements are identified in line with Council and legislative requirements
		2	Opportunities are provided for enrolment of eligible nominees on a regular basis
		3	Information obtained is checked for reliability and validity
		4	Methods are implemented to update electoral roll information in accordance with statutory and Council requirements
3	Produce and distribute electoral roll	1	Distribution requirements are identified
		2	Style and media used for electoral roll reproduction is determined in line with Council requirements
		3	Copies of electoral roll produced are recorded and distribution is monitored to ensure appropriate usage
		4	Clear explanations of relevant legislation are given to the public when requested

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

The competency is not applicable in some states and territories where Councils may commission the state electoral office to conduct elections

Legislative requirements	state, Local Government and electoral legislation
Methods for updating information	electronic data base

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EVIDENCE GUIDE

Critical aspects of evidence	knowledge and application of appropriate legislation accurate recording of eligible voters a method of checking information for currency production of electoral roll
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant sections of Local Government legislation the various categories of ownership: sole owner, joint owner, body corporate Council policy relating to ethical practice in distributing information
Underpinning skills	data base word processing accuracy checking procedures adapting spoken/written language to meet customer needs selecting relevant parts of legislation and applying these
Resource implications	access to workplace or simulated case study that provides students with relevant materials including legislation governing Local Government elections, relevant Council policy and procedures manuals, computers, relevant software
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	establish a roll of eligible voters
Communicate ideas and information	**1**	explain relevant legislation
Plan and organise activities	**2**	maintain an updated electoral roll
Work with others and in teams	**0**	
Use mathematical ideas and techniques	**0**	
Solve problems	**1**	identify information requirements
Use technology	**2**	transfer information from data bases

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UNIT LGAGOVA402A	ALLOCATE PROPERTY ADDRESS
UNIT DESCRIPTOR	This unit covers the correct allocation of property address or identifying number
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Allocate property address or identifying number	1 Allocation of property address or unique property identifier is initiated in response to request 2 Street numbers are allocated in a sequential, logical, consistent and recognisable form 3 Relevant parties and authorities are advised of the property allocation or identifier in an accurate and timely manner 4 The property data base is updated to accurately reflect changes as they occur

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Requests	departmental, developer, rate payer
Relevant parties	electricity authority, emergency services, police, gas authority, telecommunications, postal services, water and sewerage authorities

EVIDENCE GUIDE

Critical aspects of evidence	application of relevant legislation allocation of property address identifier
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	property identifier procedures relevant legislation authorities and other parties to be notified use of data base
Underpinning skills	locating relevant information in legislation organisational
Resource implications	access to workplace or simulated case study that encompasses resources including relevant legislation, Council procedures documents and relevant data base/software
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	allocate property identifier
Communicate ideas and information	**2**	provide information to relevant parties
Plan and organise activities	**1**	update data base as changes occur
Work with others and in teams	**1**	work with other departments
Use mathematical ideas and techniques	**1**	allocate sequential numbers
Solve problems	**1**	allocate numbers in logical form
Use technology	**1**	update data base

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UNIT LGAPLEM502A	APPLY ECOLOGICALLY SUSTAINABLE DEVELOPMENT PRINCIPLES TO THE BUILT ENVIRONMENT
UNIT DESCRIPTOR	This unit covers the development of strategies for applying ecologically sustainable development principles to the built environment
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Identify and gather data on the application of ecologically sustainable development principles to the built environment	1 Data on the application of ecologically sustainable development principles to the built environment is gathered from a variety of sources 2 Data is collated according to the principles of ecologically sustainable development 3 Existing Council policies and protocols are assessed against the principles of ecologically sustainable development, legislation, industry standards, Council and community requirements and expectations
2 Develop strategies for the application of ecologically sustainable development principles to the built environment	1 Targets for the implementation of ecologically sustainable development principles in the built environment are specified in accordance with community standards, relevant authority requirements and Council management plans 2 Consultation with the community and relevant authorities and organisations is undertaken to identify appropriate targets and strategies to apply ecologically sustainable development principles to the built environment 3 The effectiveness of strategies is assessed through a comparison with similar methods in practice elsewhere 4 Strategies are assessed for cost effectiveness in the application of ecologically sustainable development principles to the built environment 5 Strategies are prioritised within available resources in accordance with stakeholder input, Council protocol and relevant legislation

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3	Develop plan to apply ecologically sustainable development principles to the built environment	1	Responsible parties are identified who have the capacity and compatibility to carry out strategy actions
		2	Timelines, schedules and targets are established which enable strategy objectives to be met
		3	Financial resources are identified within budget cycles to support the achievement of required outcomes
		4	Community information materials are prepared to keep community informed of implementation process
4	Monitor and review strategies for the application of ecologically sustainable development principles to the built environment	1	Regular data is collected and analysed to provide accurate measures of performance
		2	Comparisons are made with strategy objectives to assess effectiveness
		3	Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved
		4	Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Consultation	personal contact, surveys, community group submissions, professional advice
Stakeholders	residents, business, developers, local authorities, regional organisation of Councils, interest groups
Strategies	control for environment development assigned to local authority departments, establishing the role of an environmental manager, facilitating developments within the broader urban, rural and coastal areas (planning), engineering improvements, landscaping, energy efficient recreation facilities, energy efficient housing controls, use, recycle and re-use, reduction of chemicals and the development of low maintenance planting in the maintenance of parks and gardens

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EVIDENCE GUIDE

Critical aspects of evidence	data on the application of ecologically sustainable development principles in the built environment is collected and analysed Council policies, protocols, and relevant legislation are identified and utilised to identify targets appropriate consultation is undertaken to identify strategies strategy implementation is coordinated, monitored and evaluated appropriate reports and public information materials are prepared and distributed
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	building/architecture forward planning service/utilities infrastructure town planning community needs and expectations landscaping energy efficiency Council structures and services ecologically sustainable development principles Council policies and protocols planning cycle budget cycle
Underpinning skills	policy development planning, monitor and review consultation negotiation presentation data collection and analysis evaluation

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Resource implications	access to workplace or simulated case study that provides access to relevant data sets, examples of Council policies and protocols, relevant legislation, simulated planning and budget information
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect data on waste stream, relevant policies and legislation
Communicate ideas and information	**2**	present information on analysed data staff with recommendations to inform relevant Council staff
Plan and organise activities	**2**	plan and organise a community information session on waste reduction strategies
Work with others and in teams	**2**	work with Council staff to identify the impact of various strategies on work organisation
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	renegotiate timelines appropriately
Use technology	**1**	maintain data base of contacts, access internet

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UNIT LGAGOVA403A	ARRANGE AND SUPERVISE POLLING PLACES

UNIT DESCRIPTOR	This unit covers the organisation and supervision of polling places
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Make arrangements for polling	1	Location of polling places is arranged taking into account ease of public access and ensuring coverage throughout the area
		2	Information advising electors of location of polling places is clear and caters for diversity of user needs
		3	Polling places are equipped and furnished as required
		4	Ballot papers are prepared and available when required
		5	Security necessary for ballot papers is determined and arranged
		6	Advanced voting procedures are implemented to ensure that public can access this arrangement
2	Provide access to polling places	1	Polling places are opened and closed in accordance with requirements/regulations governing individual polls
		2	Physical facilities for voters are provided to ensure equal access and egress
		3	Security of polling places is maintained to ensure integrity of polling activities
3	Coordinate polling places	1	Roles and responsibilities for electoral officers are established
		2	Electoral officers are selected to reflect diversity of the community
		3	Electoral officers are trained appropriately to ensure effectiveness and compliance with legal requirements
		4	Directions and assistance to voters is provided in a socially and culturally appropriate manner
4	Maintain public safety	1	Environment is monitored and appropriate action taken to ensure compliance with Council regulations and standards

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2 Emergency situations are quickly and correctly recognised and assessed and appropriate emergency procedures implemented

3 Incidents/accidents are reported accurately and in accordance with Council procedures and guidelines

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Regulations	security, opening and closing times
Legislation	Local Government legislation
Directions to voters	face-to-face spoken exchange, telephone (if postal voting), signs, voting papers
Socially and culturally appropriate assistance	consideration of the needs of inexperienced, elderly, non-English speaking background or Aboriginal voters
Reporting	verbal, written
Equipment and furnishing	ballot boxes, cardboard polling booths, tables, chairs for staff and public
Diversity of voter needs	appropriate community languages
Communication	face-to-face, telephone (if postal voting)
Polling places	community venue, school, processing point for postal votes

EVIDENCE GUIDE

Critical aspects of evidence	regulations are followed appropriate legislation is known and applied communication with voters is adjusted to suit the receiver work is planned and managed effectively clear directions in devolving responsibility are provided unexpected demands are responded to effectively
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LAGCORE103A - Customer Service

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Underpinning knowledge	demographics of the local area Council procedures regarding elections Council emergency procedures legal requirements relating to elections Council regulations regarding cleaning and site maintenance polling management procedures security and confidentiality procedures
Underpinning skills	organisational conflict resolution providing clear explanations computer time management negotiation
Resource implications	access to workplace or simulated case study that provides resources including relevant legislation and regulations governing elections, examples of Council procedures on polling, simulated or real polling booth equipment and election process
Consistency in performance	evidence will need to be gathered across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	select and apply appropriate legislative requirements
Communicate ideas and information	**2**	explain voting requirements to an inexperienced voter
Plan and organise activities	**3**	establish roles for electoral officers
Work with others and in teams	**2**	work with electoral officers
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	deal with emergency situations
Use technology	**1**	use telephone (postal voting)

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UNIT LGACOM402A	ARRANGE CONTRACTS
UNIT DESCRIPTOR	This unit covers the receipt of tenders, their evaluation and recommendation, notifying other tenderers of the outcome
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Receive tender	1	Tenders are received in accordance with Council procedures
		2	Record of applications is maintained
2	Evaluate tenders against agreed criteria	1	A comparative statement of tenders highlighting key factors is prepared
		2	Bids are compared and assessed
		3	The bid or shortlist of bids that meet service requirements are identified
		4	Tender presentations are organised and attended to assist in the selection process, where required
3	Prepare recommendations for Council	1	Quality accreditation, previous project records, employment practices and occupational health and safety records are verified
		2	An accurate report with clear recommendations is prepared for Council to enable informed decision making to occur
4	Formalise acceptance of tender	1	A letter of acceptance is sent to successful tenderer outlining accurate details and conditions
		2	Contract documentation is completed in accordance with standards and Council procedures
		3	Unsuccessful tenderers are informed of outcome according to Council procedures
		4	Quality of contract documentation is evaluated, in the light of tenders received

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Comparative statement	matrix, data, criteria, compliance, score
Council policies	code of conduct, probity guidelines, anti-corruption policies, equal employment opportunity, occupational health and safety, risk management, security of tenders
Formalisation	contract signing procedure, preliminary deposits
Service requirements	life cycle costing, financial stability, capacity, employment and industrial relations history, quality assurance, occupational health and safety records
Presentation	meetings, site visits, project inspections, interviews

EVIDENCE GUIDE

Critical aspects of evidence	an accurate evaluation report identify the financial stability of the tenderer identify the quality standards of the tenderer ensure confidentiality of tender process
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant Council policy and procedures quality assurance methods relevant Australian and industry standards statutory and Council tender requirements contractual processes statutory Council requirements tendering codes of practice evaluation methods safe handling of tenders
Underpinning skills	report writing oral presentation skills, interview techniques applying criteria verification of claims investigation

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Resource implications	access to workplace or simulated case studies that enables competency to be assessed; case studies to provide relevant Council policy and procedures documentation, relevant Australian and industry standards, a range of tender examples
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collate and organise tenders
Communicate ideas and information	**1**	notify tenderers
Plan and organise activities	**2**	evaluate tenders and make recommendations
Work with others and in teams	**2**	work as a team member of the tender evaluation
Use mathematical ideas and techniques	**2**	compare relative quantities and costs
Solve problems	**2**	complete a comparative analysis of competing bids
Use technology	**0**	

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UNIT LGAPLEM402A	ASSESS MINOR APPLICATIONS FOR USE OR DEVELOPMENT
UNIT DESCRIPTOR	This unit covers the assessment of a minor application in regard to compliance and environmental impact
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Identify impact of application on surrounding area and notify affected parties	1 Application assessed in accordance with statutory and local requirements 2 Affected parties are identified through an assessment of the proposed use or development impact in accordance with statutory and Council consultative requirements 3 Affected parties are notified in a manner and within timelines prescribed by statutory and Council requirements
2 Refer application for comment	1 Referrals are made in accordance with statutory and Council requirements 2 Relevant copies of application documentation are forwarded to identified authorities within prescribed timeframes 3 Appropriate non-statutory referrals are made
3 Assess application for compliance with relevant statutory controls and policies	1 Site is inspected to ascertain site conditions and impact on the adjoining properties and neighbourhood 2 Application is assessed against relevant planning provisions and policies to determine level of compliance 3 Responses from referral authorities are reviewed to determine stated level of compliance with each authority's requirements 4 All written submissions are considered to ensure all issues have been taken into account

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		5	Negotiations are held with applicant to seek satisfactory resolution of amendments proposed
		6	Achievable and equitable conditions of approval are formulated in a clear and concise manner
		7	Justifiable grounds of refusal are formulated in a clear and concise manner
4	Notify relevant parties of Council authority determination	1	Relevant parties are notified of local authority determination within statutory time limits
		2	All actions taken are recorded promptly and accurately

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Affected parties	neighbourhood residents, adjoining property owners
Impact	health and safety issues, contaminated soil, access, egress, social, environmental, physical, traffic, shadowing, overlooking, vegetation, water quality, economic urban design
Minor applications	sub-divisions of buildings/land, temporary or permanent structures, changes of use
Notifications	newspaper and on-site advertisements, forums, hearings

EVIDENCE GUIDE

Critical aspects of evidence	application is prepared efficiently site inspection occurs and is documented assessment criteria are recorded clearly and with rationale communication with the affected parties is clear, timely and appropriate amendments are negotiated with applicant	
Interdependent assessment of units	**Prerequisite units:**	nil
	Co-requisite units:	nil

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Underpinning knowledge	relevant provisions of planning and associated legislation land use development and applications relevant Council policies/practices community aspirations and expectations Council code of conduct/ethics
Underpinning skills	interpretation of documentation strategies for different audiences, negotiation/mediation and interpersonal analytical site evaluation
Resource implications	access to workplace or simulated case study that encompasses such resources as relevant legislation, examples of Council policies and codes, access to sites (real or simulated)
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	may be undertaken on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	organise Council requirements, consider written submissions, reports
Communicate ideas and information	**2**	notify relevant parties
Plan and organise activities	**1**	organise site inspection
Work with others and in teams	**1**	work with Council staff, other authorities, applicants
Use mathematical ideas and techniques	**0**	
Solve problems	**1**	recommend actions
Use technology	**1**	access computer based information, write reports

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UNIT LGAGOVA301A	ASSIST CUSTOMERS WITH RATE ENQUIRIES
UNIT DESCRIPTOR	This unit relates to assisting external customers and providing assistance to other Council personnel dealing with rates enquiries
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Respond to rates and charges enquiries from external customers	1	Enquiries are responded to promptly and correct advice and information given using appropriate communication method
		2	When customer's perception of fair decision is not in line with statutory requirements or Council policy, the relevant constraints are clearly explained
2	Provide expert advice on rates and charges	1	Requests for expert advice/back-up from other Council personnel dealing with rates enquiries are responded to promptly and courteously
		2	Information regarding specific customer requirements is taken into account when providing assistance to Council personnel or in follow-up with customer
		3	Legal and financial situation, and Council policy, is clearly and accurately reflected in written correspondence
3	Adjust incorrect notices	1	Identified errors are corrected and amended account is forwarded promptly
		2	Journal adjustments are processed and reconciled as required
4	Maintain records of correspondence	1	Records of conversations are comprehensive and legible to allow effective recall and to enable comprehension by other personnel
		2	Records are filed or diarised according to departmental procedures to allow easy access and effective follow-up

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will also vary according to Council's customer service processes

Other Council personnel	customer service counter/rates counter personnel, one-stop-shop personnel, special rates enquiry personnel, agency personnel
Council policy	customer services, rates procedures and guidelines, complaint handling, record information system

EVIDENCE GUIDE

Critical aspects of evidence	prompt and effective service to external and internal customers prompt correction of identified errors/changes clear explanation of statutory/Council requirements effective and clear written correspondence
Interdependent assessment of units	**Prerequisite units:** LGACORE103A - Provide effective service to customers in a Local Government environment **Co-requisite units:** nil
Underpinning knowledge	Council policies relating to rates statutory requirements
Underpinning skills	providing clear explanations negotiating writing correspondence selecting language appropriate to customer responding to multiple demands in peak periods of rate payments resolving conflict
Resource implications	access to workplace or simulated case study that encompasses resources such as examples of Council policies governing rate procedures and guidelines, relevant data base and records management systems
Consistency in performance	competency assessment should include periods of high enquiry and with both external and internal customers
Context of assessment	may be undertaken on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	access information from customers
Communicate ideas and information	**2**	explain statutory requirements to customers
Plan and organise activities	**2**	respond promptly to competing demands during periods of high enquiry
Work with others and in teams	**2**	assist Council personnel from other departments
Use mathematical ideas and techniques	**2**	adjust and reconcile journals
Solve problems	**2**	assist customers with complex requirements
Use technology	**2**	access information from rating data base

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UNIT LGAGOVA501A	ASSIST IN ADVISING COUNCIL ON LEGISLATION
UNIT DESCRIPTOR	This unit covers ensuring the currency of Council information on legislation and contributing to updating legislation
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to amendments of draft or existing legislation	1 Legislation or draft legislation is circulated to relevant personnel 2 The effect of the legislation on relevant parties and Council is assessed 3 Council's view is developed through consultation with relevant parties 4 Lobbying channels are activated where appropriate 5 Council's adopted position is forwarded to the relevant body
2 Interpret legislation and advise on appropriate action	1 Implication of legislation relevant to Local Government is clarified 2 Legal opinion is sought for clarification where appropriate 3 Procedures are implemented to ensure consistency in interpretation of legislation

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Lobbying channels	Council management, members of parliament, government agencies and departments, community groups
Legislation	Local Government Act, equal opportunity legislation, industrial relations (state, federal) legislation, awards, occupational health and safety, state planning laws
Consultation	meetings, forums, exhibitions, interviews

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EVIDENCE GUIDE

Critical aspects of evidence	consultation with relevant parties implications of legislation clarified procedures for consistency implemented
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council structures, policies and services relevant legislation industrial relations
Underpinning skills	qualitative and quantitative research verbal and written communication for different ordinances comparative analysis negotiating across a range of clients decision making problem solving planning and organising activities
Resource implications	access to workplace or simulated case study that incorporates resources including copies of relevant legislation, examples of Council policies, access to relevant personnel and stakeholders (real or simulated) for conduct of consultation
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect and collate information on the implications of legislation
Communicate ideas and information	**2**	prepare a report that outlines the impact of legislation on Local Government
Plan and organise activities	**1**	organise briefing
Work with others and in teams	**1**	hold briefings with relevant staff
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	identify procedures/procedural changes
Use technology	**1**	use word processor

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UNIT LGAPLEM602A	ASSIST IN DEVELOPING AN ENVIRONMENTAL MANAGEMENT SYSTEM FOR THE ORGANISATION
UNIT DESCRIPTOR	This unit covers identifying, implementing and reviewing environmental management systems
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Define scope of environmental management system	1	Needs and expectations for the development of an environmental management system are clearly identified
		2	The constraints under which the environmental management system can be developed are identified
		3	Options for environmental management system structure and type are reviewed
		4	A clear and concise statement of objectives is prepared
2	Determine a process and management structure for the development of the environmental management system	1	Management structures and process models applicable to the scope of the environmental management system are identified
		2	Stakeholders are consulted on the proposed management structure and development process
		3	Stakeholder agreement to a management structure and development process is obtained
3	Identify resources to undertake environmental management system development	1	Resource requirements of the adopted management structure and development process are identified
		2	Budgets are prepared within the scope of the environmental management system
		3	Human resource requirements are identified
		4	Facilities, consumables and equipment needs are identified
4	Identify environmental assets, activities, challenges and opportunities	1	Existing data is identified and collated in a comprehensive manner
		2	Existing data is evaluated against the scope, objectives and process model adopted to identify need for any further data

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		3	Data is assessed against objective criteria and community expectations within relevant policy and legislation
5	Prioritise environmental issues	1	Criteria are established to enable environmental issues to be prioritised
		2	Environmental issues for action are prioritised and responsible personnel identified
		3	Outcomes and monitoring and review processes for environmental issues are identified and negotiated with relevant responsible personnel
		4	Draft environmental management system is presented to Council for endorsement
		5	Environmental issues are allocated to appropriate responsible personnel for action

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Type of constraints	budget, resources, timelines, knowledge, available data
Stakeholders	Council, community, government, government agencies, local authorities, interest groups, industry, business
Legislation	Native Title, federal and state Environmental Protection Acts
Process models	consultative, unilateral, outsourced, regional
Human resources	existing staff, project officers, consultants, government agencies, voluntary regional organisation of Councils, community experts, volunteers
Data	surveys, questionnaires, references, stakeholder input, existing reports and programs
Criteria to prioritise issues and identify outcomes	scientific data, seriousness of issue, likelihood of action making a difference, cost effectiveness, community expectations, legislation, timeframes, budget constraints

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EVIDENCE GUIDE

Critical aspects of evidence	accurate and comprehensive data documentation of data analysis records of consultation with stakeholders documentation of adopted management structure and development process documented criteria for prioritisation of issues record of person responsible for action record of any negotiations and outcomes monitoring and review documentation
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	environmental issues environmental management and planning stakeholder needs and expectations Council structure, policy and services training requirements/networks relevant legislation resource availability
Underpinning skills	collection and analysis of quantitative and qualitative data consultation with stakeholders education processes presentation negotiation planning, implementation and review processes budgeting budget cycle evaluation processes reporting – verbal and written
Resource implications	access to workplace or case study that encompasses such resources as copies of relevant legislation, provision of scientific data and research from existing reports/programs; access to key personnel and stakeholders such as Council staff, government agencies, experts, environmental interest groups, industry, community members
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect environmental data from a variety of sources, analyse and organise in relation to requirements
Communicate ideas and information	**3**	consult and negotiate with a variety of stakeholders
Plan and organise activities	**2**	plan and organise senior management briefings
Work with others and in teams	**2**	work with multidisciplinary team to identify and prioritise issues
Use mathematical ideas and techniques	**1**	understand budgetary information
Solve problems	**3**	develop proposals to accommodate differing stakeholder needs
Use technology	**1**	use standard word processing, spreadsheet and data base at basic level

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UNIT LGAGOVA601A	ASSIST IN ESTABLISHING COUNCIL'S CORPORATE AND STRATEGIC DIRECTIONS
UNIT DESCRIPTOR	This unit covers facilitation of Council's corporate and strategic planning
FIELD	Management and Team Leadership

ELEMENT	PERFORMANCE CRITERIA
1 Facilitate Council's corporate and strategic planning	1 A corporate and strategic planning process suitable to Council's size, policies and other factors is developed and agreed by Council 2 Key social, demographic economic and planning issues facing and impacting on the area are identified and presented 3 Key financial and other performance indicators are identified 4 Community needs and aspirations are researched and evaluated through consultative processes with the community 5 The impact of trends in Local Government, current government policies and programs and macro and micro-economic systems are assessed and evaluated
2 Facilitate the development of a vision/mission	1 Stakeholders are consulted and involved in the development 2 Drafts of the vision/mission together with an explanation of its implications are discussed with stakeholders 3 Council endorsement of the content of the vision/mission is obtained 4 The vision/mission is developed to accurately reflect Council's role in the community and outline a clear organisation culture 5 A vision/mission is developed which informs and integrates with the development of Council's corporate, strategic and management plans 6 The vision/mission is kept up-to-date and reviewed regularly in the light of trends and opportunities 7 Council's vision/mission and strategic direction is documented and communicated to staff, stakeholders and the public

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3	Facilitate the development of business/management plans for principal activities	1	The principal activities that best reflect Council's vision/mission, community needs and expectations and organisational structure are identified
		2	A process and timeline for developing a plan for all principal activities is established and the required resources are allocated
		3	A plan for each principal activity is produced which identifies objectives and performance targets and measures and is consistent with Council vision/mission, budget and financial plans
4	Develop Council's revenue policy and financial plans	1	A revenue policy is developed which supports Council's directions, goals and objectives and legislative requirements
		2	Income and expenditure statements are developed to meet the requirements of the management plans and legislative business requirements
5	Prepare management plan	1	A draft management plan is prepared which includes a consistent identification of the objectives and performance targets and measures for principal activities
		2	The draft management plan links the vision/mission and objectives and performance targets to the revenue policy and income and expenditure statements/financial plans
		3	Submissions from the community are invited, considered and the draft plan is modified where agreed by Council
		4	The revised management plan is submitted to and ratified by Council within the legislative timeframe
6	Evaluate, review, report and update the plan	1	Ongoing evaluation and monitoring is established taking into account Council's agreed key financial and other performance indicators
		2	Periodic review of the plan is undertaken in accordance with Council policy and legislative requirements
		3	Appropriate changes are made to the plan based on the results of the monitoring and evaluation

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Stakeholders	staff, elected members, community groups and representatives, local business, government agencies
Management plans	corporate plans may be regulated by relevant state legislation such as Local Government Act
Strategic direction	the adoption of vision statements, mission statements and goals statements
Principal activities	the functions and services provided by Council
The revenue policy	a policy for the following sources of funding: rates, charges, fees, private works, borrowings, entrepreneurial activities

EVIDENCE GUIDE

Critical aspects of evidence	Council's strategic direction/plans are developed and implemented with the understanding and support of staff and the community strategic/business/management plans are practical and have clear and measurable targets for assessment and review
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Local Government Act, provisions of Native Title, award and financial systems/requirements federal government policy relating to workplace reform Council policies and procedures, regulations/local laws and operations business planning principles/practices
Underpinning skills	communication, consultation and presentation meeting deadlines problem solving policy and strategy development forecasting, problem solving in a diverse workforce human resource management developing strategic and operational plans

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Resource implications	access to workplace or case study response that encompasses such resources as relevant legislation including the Local Government Act, Industrial Relations Act, Native Title; a range of examples of business/management/financial /strategic plans from other Councils and organisations; the current award/Enterprise Agreement
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	may be undertaken on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	assess and evaluate trends in Local Government, government policies and macro and micro-economic systems
Communicate ideas and information	**3**	communicate Council's vision/mission and strategic direction
Plan and organise activities	**3**	establish process and timeline for developing a plan for all principal activities
Work with others and in teams	**3**	consult stakeholders and involve them in the development of the strategy
Use mathematical ideas and techniques	**2**	develop a revenue policy
Solve problems	**3**	obtain Council endorsement of the content of the vision/mission
Use technology	**1**	use word processor

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UNIT LGAPLEM403A	ATTEND REQUESTS FOR BUILDING AND PLANNING INFORMATION AND ADVICE
UNIT DESCRIPTOR	This unit covers responding to and prioritising requests for building and planning information and advice
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Identify nature and type of service requests	1	Requests are assessed to establish if they are within the jurisdiction and ability of the building or planning area of relevant authority and referred as appropriate
		2	Requests are assessed to establish necessity for compliance with statutory requirements
		3	Time required to service requests is established to identify if an immediate response will satisfy requirements
		4	Requests requiring additional research are prioritised and recorded to ensure important matters are finalised promptly
2	Research information relevant to service requests	1	Accurate research and action is undertaken in priority order to obtain required information or result
		2	Sources of relevant information are correctly identified
		3	Information is collated to enable preparation of a satisfactory response to the request
		4	Professional advice is identified and incorporated where appropriate
		5	Affected relevant authorities are consulted
3	Determine suitable response	1	Response is prepared within statutory constraints and levels of authority that protects Council interests
		2	Response facilitates discussion and consultation so that client expectations can be satisfied
		3	Relevant form of response is selected within Council policy and procedures
4	Communicate information and advice	1	Written information and advice provided is clear and concise to minimise the need for follow-up action
		2	Verbal advice is presented clearly and in a courteous manner so that the need for follow-up is minimised

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3 Advice given is recorded according to Council procedures

4 Discretionary advice on major issues is made available according to Council policy and procedures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

In some Councils, competency in servicing requests for both building and planning information and advice will be required while in others competency in either building or planning may be required

Requests	verbal (face-to-face or telephone), written, complaints, technical advice, problems, information, copy of plans, property enquiries, access to Council records
Research	literature survey, obtaining telephone information, checking Council records, statutory controls
Jurisdiction and ability	freedom of information, copyright, Council policy, relevant building and planning legislation, state acts and policies
Response	written, verbal
Professional advice	statutory authorities, building surveyors, engineers, town planners
Information	written records, oral, anecdotes, reports, instructions, directions from supervisor/management, interviews, formal and informal, team meetings, reports from other services, agencies, specialists, experts, media

EVIDENCE GUIDE

Critical aspects of evidence	accurate, timely and courteous advice is provided all relevant building and planning requirements are met
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant building and/or planning legislation requirements Council development control, planning and customer service policies and practices Council building and/or planning application procedures materials and construction techniques

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Underpinning skills	telephone, face-to-face and front counter customer service interpersonal/written and verbal communication strategies within a multicultural/diverse community research and calculations
Resource implications	access to workplace or case study that encompasses such resources as copies of relevant building and planning legislation, examples of Council policies and procedures, reports and Council records, access to experts such as building surveyors, engineers, town planners
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	may be undertaken on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	research and organise responses
Communicate ideas and information	**2**	interact with applicants (written and verbal information) and develop advice
Plan and organise activities	**0**	
Work with others and in teams	**2**	seek information from other professional sources
Use mathematical ideas and techniques	**1**	advise on calculations associated with building and planning matters
Solve problems	**0**	
Use technology	**1**	use computers to retrieve information

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UNIT LGAEHRW201A	COLLECT WASTE REFUSE OR RECYCLABLES
UNIT DESCRIPTOR	This unit covers the collection of waste refuse or recyclables from property, litter bins and designated areas
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Collect, dispose of waste or recyclable material	1 Personal protective equipment is selected and fitted in accordance with manufacturer's specifications, Council requirements and relevant legislation 2 Waste/recyclable material is collected in accordance with occupational health and safety regulations and Council procedures 3 Equipment is operated in accordance with manufacturers' specifications, statutory requirements and Council procedures 4 Hazardous waste is identified and handled/reported in accordance with Council procedures, regulatory requirements and occupational health and safety requirements 5 Recyclable materials are correctly identified and sorted in accordance with regulatory requirements and Council procedures to ensure there is no cross contamination 6 Disposal of waste/recyclable materials is carried out in accordance with statutory and occupational health and safety regulations and Council procedures 7 Effective communication is maintained with other workers where appropriate
2 Report incidents/accidents	1 Information about hazards, incidents or accidents is recorded/reported in accordance with Council and legal requirements

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Work may be undertaken in urban or rural conditions, in varying weather and light conditions, during varying traffic situations

Collection will vary according to bin type, waste/recyclable material type, Council procedures, equipment used and regional policies and procedures

Personal protective equipment	gloves, sunscreen, eye protection, protective clothing
Waste	household waste, commercial waste, public area waste
Occupational health and safety requirements	lifting procedures, materials handling, hazardous goods handling
Council procedures	plant operation and maintenance, accident/incident reporting, hazard control, environmental, customer complaints
Equipment	broom, sweeper, flusher, sucker, compactor
Other workers	truck driver, work team member
Legislative requirements	traffic regulations
Regulatory requirements	environmental regulations

EVIDENCE GUIDE

Critical aspects of evidence	working according to Council procedures particularly in relation to occupational health and safety and environment effective communication with other workers (where appropriate) accurate reporting of incidents
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council procedures: occupational health and safety including personal protective equipment, hygiene first aid motor traffic regulations safe working practices estimating weights safe lifting techniques identifying and handling hazardous goods/chemicals environmental policies/regulations

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	use of hand equipment use of mechanised equipment
Underpinning skills	verbal communication with other workers reporting accidents verbally filling in accident and incident forms
Resource implications	access to workplace or simulated case study that encompasses resources including relevant equipment such as broom, sweeper, flusher, sucker, compactor, protective gear; different types of waste product
Consistency in performance	evidence will need to be collected over a period of time in varying weather and traffic conditions, using a range of equipment
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**0**	
Communicate ideas and information	**1**	report accidents and incidents
Plan and organise activities	**0**	
Work with others and in teams	**1**	work with driver
Use mathematical ideas and techniques	**1**	estimate bin weight prior to lifting
Solve problems	**1**	respond to hazards and non routine situations
Use technology	**1**	operate equipment

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UNIT LGAEHRW601A	CONDUCT WASTE MANAGEMENT AUDITS AND ASSESS NEEDS
UNIT DESCRIPTOR	This unit covers the auditing of waste management practices and processes and the determination of community needs
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Undertake an audit of the existing waste generated, treated or disposed of within the Local Government area	1 The waste stream is identified in accordance with the strategy scope to ensure all major waste components are audited 2 Objective and representative waste sampling methods are determined and validity criteria specified 3 Existing data is collated in a comprehensive manner and further data collection needs are identified 4 Waste samples are collected and analysed in accordance with documented procedures and standards and statutory requirements 5 Audit results are documented clearly so that waste components are quantified
2 Undertake an audit of the existing plant and infrastructure involved in waste management	1 All major components of plant and infrastructure are identified and categorised 2 The characteristics of existing plant infrastructure are established 3 An accurate and objective collection of data is undertaken within plant infrastructure categories 4 Data is analysed to establish service costs and utilisation rates 5 Audit results that quantify plant infrastructure are clearly documented
3 Determine the effectiveness of current practices for minimising waste	1 Waste minimisation standards are specified in accordance with community standards and relevant authority requirements 2 Performance is measured accurately, regularly and in a cost effective manner 3 Statistically valid comparisons are made between objectives and performance to accurately establish if objectives have been met

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4	Determine current community waste practices and needs	1	Target groups are classified so that all relevant practices and needs can be identified
		2	An impartial consultative process is determined that involves all key stakeholders
		3	Methods for data collection are selected to produce statistically valid results
		4	Data is collected using recognised processes while community confidence is maintained
		5	Information is analysed to determine attitudes, practices and opportunities in relation to service provision
		6	Community waste practices and needs are categorised and quantified and all requirements clearly documented

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Stakeholders	industry/business, rate payers, service users (residents, visitors), participating Local Government areas, statutory bodies
Major waste types	household waste, Council waste, commercial waste, industrial waste, liquid, chemical, medical, prescribed, green waste, food waste, putrescible waste, obnoxious (poisonous food, contaminated), hard waste, sludge, litter, recyclables
Plant and infrastructure	vehicles, labour, operating costs, machinery, transfer station, treatment facilities, collection receptacles, computer systems, weigh bridges, administration, disposal facilities and landfill
Characteristics of plant and infrastructure	age, type, value, location, number, capability, lifespan, replacement value, ownership and control
Sampling and analysis	physical inspection, weighing, surveys, questionnaires, telephone survey, volume calculations, existing records

EVIDENCE GUIDE

Critical aspects of evidence	audit of existing waste completed and results documented audit of plant and infrastructure completed and documented waste practices and community needs quantified and documented

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Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LGAEHRW605A - Develop a waste management strategy LGAEHRW603A - Implement a waste management strategy
Underpinning knowledge	relevant environmental protection and other relevant authority requirements extensive technical knowledge of waste stream components sample collection and analysis comprehensive knowledge of relevant acts and regulations and guidelines characteristics of plant and infrastructure community standards with respect to waste statistical methodologies
Underpinning skills	impartial consultation with community analysing information and data documenting results documenting community needs
Resource implications	access to workplace or simulated cases study that encompasses resources including various forms of waste for physical inspection, access to various plant and infrastructure, access to copies of relevant acts, regulations and guidelines, access to stakeholders (real or simulated) for consultation process
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect and analyse waste samples
Communicate ideas and information	**2**	document community needs
Plan and organise activities	**3**	undertake audit of waste stream
Work with others and in teams	**2**	consult with community
Use mathematical ideas and techniques	**2**	make statistically valid comparisons
Solve problems	**2**	select data collection methods
Use technology	**3**	audit plant and infrastructure

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UNIT LGACOM403A	CONDUCT PUBLIC EDUCATIONAL PRESENTATIONS
UNIT DESCRIPTOR	This unit covers contribution to the development, presentation and evaluation of educational and information sessions for the public
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Contribute to the development of educational and information strategies	1	Specific information needs of the public are identified
		2	Suggestions for changes to existing educational programs are provided
		3	Contributions are made to the production of educational or informational material
2	Plan and organise public presentations	1	Presentations are planned taking into account characteristics of the audience and subject matter to be presented
		2	Required equipment and other resources are identified and organised
		3	Relevant organisations are contacted to gain information
3	Conduct public presentation with appropriate media	1	Information is presented in logical sequence
		2	Equipment is operated correctly and used effectively
		3	Appropriate aids are used to help the audience understand the presentation
		4	Language used is appropriate to the group
4	Evaluate presentations	1	Audience understanding and response is assessed
		2	Feedback from the audience and observers is analysed
		3	Recommendations for improvement to the presentations are made

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Audience	schools/TAFE groups, local community organisations
Characteristics of audience	ethnic, cultural and linguistic background, age, gender
Equipment/materials for presentations	audiovisual, models, photographs, film

EVIDENCE GUIDE

Critical aspects of evidence	presentation style appropriate to audience effective organisation and use of equipment and aids realistic evaluation clear report
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	adult education principles child education principles strategies for retaining interest in group presentations operating audiovisual and other equipment preparation of education aids, overhead transparencies presentation techniques subject matter of presentation cultural diversity
Underpinning skills	communicating information organising interpreting feedback assessing own performance planning keeping records of schedules and costings
Resource implications	access to equipment such as overhead projector and other presentation aids, appropriate computer software; if simulated case study, access to mock audience
Consistency in performance	evidence will need to be gathered over time across a range of variables and include presentations to groups of differing ages and/or cultural backgrounds
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	file and store material
Communicate ideas and information	**2**	present information to groups
Plan and organise activities	**2**	organise and evaluate presentation
Work with others and in teams	**1**	contribute to production of material
Use mathematical ideas and techniques	**1**	provide accurate costings
Solve problems	**1**	identify required equipment
Use technology	**1**	use overhead projectors

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UNIT LGAPLEM503A	CONSERVE AND RE-ESTABLISH NATURAL SYSTEMS
UNIT DESCRIPTOR	This unit covers the identification of natural systems and the development and monitoring of strategies to re-establish natural systems
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Prepare an inventory of natural systems and their components	1	Natural systems and components are identified within community and Council expectations and requirements
		2	The significance of natural systems is specified in accordance with scientific and cultural criteria and community expectations
		3	Existing data is identified and reviewed to enable characteristics of the natural system to be specified
		4	Data is collected on natural systems objectively and in line with best practice processes
		5	A comprehensive inventory of natural systems is prepared with full and detailed descriptors
2	Assess challenges and opportunities for the conservation and re-establishment of natural systems	1	Challenges and opportunities are identified in accordance with legislative and authority expectations so that all factors are fully assessed
		2	Challenges and opportunities are prioritised based on type, level, land tenure and classification of natural systems in accordance with community expectations
		3	The balance between conservation and other land use options is determined in an objective manner
3	Develop strategies for the conservation and re-establishment of natural systems	1	Consultation with the community and relevant authorities is undertaken to determine appropriate objectives and levels of performance
		2	Practical and appropriate strategies to conserve and re-establish natural systems are determined

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		3	The effectiveness of strategies is assessed through a comparison with methods in practice elsewhere and past experience in the local area
		4	Proven techniques for the conservation and re-establishment of natural systems are identified within accepted procedures and environmental standards
		5	Alternative and innovative approaches are developed where appropriate to meet local requirements
		6	Strategies are presented to relevant personnel for endorsement and forwarded to relevant personnel for implementation
4	Monitor and review the effectiveness of strategies to conserve and re-establish natural systems	1	Regular data is collected and analysed to provide accurate measures of performance
		2	Comparisons are made with strategy objectives to assess effectiveness
		3	Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved
		4	Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Natural systems	flora, fauna, species, communities, habitats, regeneration, revegetation, fire management, degradation factors
Challenges and issues	political emphasis, economic rationalisation, community attitude, interest groups, non-native species invasion, Native Title considerations
Data and data sources	universities, consultants, reports, conservation and natural resources, land conservation Council, port authority, state and federal bodies, state environmental protection authority, interest groups, referral bodies, Council planning scheme, environmentalists, state of the environment reports

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EVIDENCE GUIDE

Critical aspects of evidence	inventory of natural systems consultations assessment of strategies and techniques in local context relevant legislation address referrals to relevant personnel for implementation monitoring process
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	conservation re-establishment of environments community needs and expectations relevant organisation community information budget cycle relevant Council policies and procedures Native Title
Underpinning skills	data collection, collation analytical internet use monitoring procedures program planning consultation – internal and external to organisation evaluation negotiation presentation reporting – verbal and written
Resource implications	access to work or simulated case study that includes such resources as existing data and research on natural systems from wide range of sources; access to a source for new data collection; access to stakeholders (real or simulated) for consultation process
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect data on resources, relevant policies and legislation
Communicate ideas and information	**2**	present information on analysed data with recommendations to inform relevant Council staff
Plan and organise activities	**2**	plan and organise a briefing for community group on appropriate use of revegetation and regeneration strategies
Work with others and in teams	**2**	work with community groups to ensure appropriate methods are used for specific sites
Use mathematical ideas and techniques	**1**	work out a timeline for the revegetation or restoration of a specific site
Solve problems	**2**	distribute available resources, including expertise, in an equitable and effective manner amongst community groups
Use technology	**1**	maintain data base of contacts, financial spreadsheets, access internet

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UNIT LGAEHRH602A	CONTRIBUTE TO THE PUBLIC HEALTH EMERGENCY MANAGEMENT PLAN
UNIT DESCRIPTOR	This unit covers the planning, implementation and review of public health and emergency management plans
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Develop a Council plan to respond to an emergency situation	1 A list of potential emergency situations and responses is prepared through research, data collection and committee input 2 Resources to address potential emergency situations are listed in comprehensive appendices to the plan 3 To satisfy prevention, preparedness, response and recovery, relevant organisations are identified and included as part of the Council emergency management plan 4 The public health emergency management plan is submitted for approval by Council and relevant government authorities
2 Undertake a preparedness program	1 Skills enhancement programs are implemented with relevant staff to ensure an effective response to an emergency situation 2 Community awareness programs are undertaken to provide and gather information to ensure effectiveness of preparedness procedures 3 A trial emergency situation is actioned to test the effectiveness of the plan 4 Council public health emergency management plan is reviewed and amended on a regular basis or as required to ensure an effective, coordinated response to an emergency
3 Activate Council public health emergency management plan	1 Where relevant, an initial assessment, investigation or survey of the emergency is done to determine public health threats 2 A response is coordinated to meet the needs of the emergency

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		3	Ongoing reports are provided to the coordinator of the Council emergency management committee to advise of the status and effectiveness of the public health response
		4	A series of debriefings are held with the relevant personnel involved in the emergency to ascertain the effectiveness of the public health response
		5	The Council public health emergency management plan is reviewed and amended at the conclusion of the emergency or as required to ensure an effective coordinated response to an emergency
4	Undertake public health emergency management recovery	1	Ongoing assessment following the response phase is undertaken to determine public health threats
		2	A response is coordinated to meet the needs of the recovery
		3	Ongoing reports are provided to the coordinator of the emergency management committee to advise of the status and effectiveness of the public health response
		4	A series of debriefings are held with the parties involved in the recovery to ascertain the effectiveness of the public health response
		5	The public health emergency management plan is reviewed and amended at intervals during the recovery or as required to ensure an effective coordinated response to an emergency

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Coordination of the plan can be undertaken by	emergency services officer, designated officer of the Council, local police
Emergency situations may include	fuel tankers, aircraft, coaches, vehicles, bushfires, floods, earthquakes, cyclones, meteorites, industrial spillages
Resources may include	physical and human, equipment, local suppliers, local expertise/knowledge, government agencies, Red Cross, Salvation Army, adjoining Local Government areas

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Combat and support organisations	police, state emergency services, health and relevant state government departments, ambulance, fire departments, Red Cross, church groups, Salvation Army
National guidelines	Australian Emergency Management Institute

EVIDENCE GUIDE

Critical aspects of evidence	emergency management plan established and trialed
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	emergency management planning protocol and operational structure public health surveys role of combat and other relevant organisations public safety threats public safety principles
Underpinning skills	assessment of risk investigation of threat team-work communication with public, Council and other organisations networking
Resource implications	access to workplace or simulated case study environment that encompasses the following resources: examples of existing emergency management plans; access to experts in the field of emergency management; access to a simulated emergency situation; access to a real or simulated team to work with
Consistency in performance	competency must be demonstrated in all elements across a range of variables significant to Council's size, location and strategic plan.
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	develop management plan to satisfy prevention, preparedness, response and recovery
Communicate ideas and information	**2**	undertake community awareness program
Plan and organise activities	**2**	organise trial emergency situation
Work with others and in teams	**2**	conduct a series of debriefings with relevant personnel
Use mathematical ideas and techniques	**2**	plan costings/resource allocations
Solve problems	**2**	review and amend plan
Use technology	**1**	use word processing software

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UNIT LGACOM602A	COORDINATE AND FACILITATE A CHANGE PROCESS
UNIT DESCRIPTOR	This unit covers organisational change planning and initiation in conjunction with all operational units with in-depth consulting and evaluation
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Establish need for change	1	Trends in external and internal environment are reviewed and monitored and the need for change is identified
		2	The needs and expectations of the community and staff are assessed in consultation with the community and staff
		3	Operations are continuously monitored and evaluated and improvement opportunities are identified and implemented
2	Plan change	1	Options for change are identified and assessed in terms of their impact on organisational performance
		2	A change plan is developed in consultation with employees and/or their representatives
		3	Change plan is endorsed by chief executive officer and/or Council and disseminated to stakeholders
3	Facilitate the implementation of change	1	Time schedules for implementing change are determined and amended as necessary
		2	Employee training and development requirements resulting from change are identified and included in change strategies
		3	Existing systems and processes are modified, or new systems and processes introduced to implement required change
		4	Staff are informed of progress of change
		5	Staff needs are identified and appropriate support arranged
4	Evaluate change programs	1	Changes are monitored in accordance with the plan and specific goals
		2	Stakeholders are consulted and feedback sought on effects of change

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3 Actual outcomes of change are compared against expected outcomes

4 Modifications to change process are made as appropriate

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

External requirements	legislative change, economic change, political environment, demographic changes, community issues, technological change, natural and other disasters
Internal requirements	budgetary restrictions, changing work structures, management change, improvements for increased productivity, enterprise bargaining
Impact of change	working relationships, public relations, productivity/effectiveness measures, working environment, quality of services/products, industrial relations, individual skills/knowledge and career paths, morale, professional or technical procedures and protocols
Industrial implications	conditions of service including working conditions, associated legislation and industrial agreements e.g. awards, enterprise bargaining processes, occupational health and safety, equal employment opportunity and industrial democracy union/management/employee consultative process
Consultation	feedback, consensus, majority vote, participative committees, meetings, submissions
Type of change	restructuring or re-engineering, total quality management, job redesign, redundancy and recruitment, outplacement support, staff retention and development
Training and development	in-house, external, accredited, on-the-job, formal/informal

EVIDENCE GUIDE

Critical aspects of evidence	need for change established consultation with, and acceptance by, key stakeholders comprehensive change plan development evaluation of changes undertaken

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Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	equal employment opportunity and occupational health and safety legislation project management and time management skills industrial awards and agreements Council policy and procedures understanding implications of human resource strategic plan and Council's corporate directions evaluation methods
Underpinning skills	change management skills qualitative and quantitative research skills report writing negotiation and consultation skills across a range of stakeholders facilitation skills
Resource implications	access to workplace or simulated case study which encompasses the following resources: copies of relevant legislation, industrial awards and agreements, Council policies, texts and resources on change management, TQM, best practice; access to unions and employees (or simulated role play)
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	may be undertaken on-the-job or in a simulated environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	research change options
Communicate ideas and information	**3**	consult and negotiate change
Plan and organise activities	**3**	establish change plan
Work with others and in teams	**3**	facilitate development of change management plans
Use mathematical ideas and techniques	**2**	undertake cost benefit analysis
Solve problems	**3**	reach agreement on required ongoing amendments
Use technology	**1**	modify existing systems and processes

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UNIT LGAEHRR501A	COORDINATE COUNCIL'S RESPONSIBILITIES IN FOOD SAFETY
UNIT DESCRIPTOR	This unit covers the processing of applications, training of food handlers, audits of food premises, assessments, investigations and enforcement
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Assess suitability and compliance of proposed food premises	1	Written or verbal communication between relevant parties is undertaken in a clear concise manner to ensure compliance with relevant legislation
		2	Plans for food safety are checked to ensure adequate risk practices have been incorporated
		3	Plans are approved by comparing details against legislative requirements, codes of practice and Council requirements
		4	Premises are inspected for compliance with approved plans
		5	Other appropriate Council departments and authorities are liaised with to ensure relevant approvals are provided
		6	Interpretations, assessments and judgements are made that maximise the functionality of premises within relevant legislation and codes of practice
2	Process applications for registration/notification of food premises	1	Applications are checked for compliance against relevant legislation, completeness, accuracy and payment of fees
		2	Inspection of premises is undertaken to ensure compliance with relevant legislation, codes of practice and Council policy and procedures
		3	Premises identified as inadequate and in non-compliance of legislation given timeframe for meeting requirements and standards; legal action commenced against those identified as a serious risk
		4	Certificates of registration are checked for accuracy, completeness and inclusion of appropriate conditions prior to issue

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3	Administer food premises audits	1	Audits are administered in accordance with codes of practice, legislation and Council requirements
		2	Audits are monitored to ensure they are carried out at the frequency required
		3	Management systems are in place to record all reports of audits
		4	Allegations of serious risk are followed up and appropriate action taken
		5	Auditors are monitored to ensure they are working in accordance with criteria and conditions of certification
4	Administer food sampling analysis	1	A sampling program is developed which identifies parameters according to classification, risk and previous history
		2	Sampling schedules are established according to legislative and Council requirements
		3	Procedures for sampling, storage and transport are carried out in accordance with legislative and Council requirements
		4	Analysis reports are interpreted to determine appropriate further action
5	Investigate food related problems and complaints	1	Food related investigation is identified from assessments and reports and prioritised according to risk factors
		2	An appropriate form of investigation is determined based on risk assessment and hazard analysis of the problem
		3	Investigation is carried out efficiently within priorities, legislative and Council requirements
		4	Data and information are collected within applicable procedures to enable a clear determination of the problem
		5	Action on the food related problem is determined to minimise impact of the problem and the likelihood of recurrence
		6	A report is prepared and submitted to Council for information or direction
6	Pursue and maintain acceptable food handling practice	1	Strategies to inform and educate food proprietors are developed
		2	Communication tools are used to inform and educate

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		3	Food handling training and education is delivered to provide essential competencies in food handling, where required
		4	Assessment of food handlers' knowledge and expertise is undertaken, where required
		5	Information is provided on recognised external training courses that deliver and assess in food hygiene/food safety competencies in training and assessment
7	Detect and process food related offences	1	An offence is established through detection of a breach of relevant legislation
		2	Information related to an offence is collated through a review of existing documentation
		3	Additional information is obtained by interview, audit or sampling to substantiate details of the offence
		4	A decision to proceed with prosecution, issue warning or not pursue with further action is determined
		5	A brief is prepared for prosecution that identifies all relevant facts and relevant sections of appropriate legislation, codes of practice and Council policy

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Legislation and codes may include	federal, state/territory and Local Government legislation including food acts, food standards codes, Council local laws, codes of practice, legislative and industry codes of practice
Check plans may include	Existence and suitability of Food Safety Plan, existence of Food Safety Instructor, signature, fees attached
Food hygiene principles may include	HACCP, temperature control measures, critical limits, monitoring systems, storage, operator hygiene, food protection, sanitation, internal audit, documentation and recording systems, building structure, building layout/design, materials, finishes, appliances, equipment, home and community care program principles

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Risk factors	nature of food additives, level of complaints, procedures, surveys, types of food, storage, temperature, oxidation, decay, additives, toxins, chemical and microbial actions, industrial procedures, personal hygiene, infectious agents and modes of transmission, critical limits
Food standards may include	federal and state legislation, ANZFA Food Standards Code, AQIS standards, industry standards, competency standards, Australian Safety Association, World Health Organisation, ISO standards,
Analysis may include	microbiological counts, chemical and physical food, top swabbing, hand washing, sampling, appearance, texture, odour, production means, cleanliness, random, routine, target products
Premises may include	food transport vehicles, floating structures, stalls, permanent or semi permanent structures, retail, domestic based, wholesale, factories, warehouses, institutions, markets, classification schedule of Food Businesses
Council requirements may include	Council policies, procedures and guidelines, Council internal review mechanisms, strategic, business and management plans, and local ordinances, laws and by-laws
Communication tools	Council newsletter, information sheets , brochures, workshops/forums
Food surveillance may include	premises/vehicle audits, food sampling, on/off site analysis, industry, government, non-government

EVIDENCE GUIDE

Critical aspects of evidence	public safety risks identified and resolved adherence to legislative/safety requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	food related legislation Codes of practice and procedures epidemiology microbiology chemistry hazard analysis and hazard control systems food hygiene competencies food surveillance – storage, preparation, display, packaging and transport premises equipment maintenance, personal hygiene, pest control Council policy and procedures
Underpinning skills	hazard analysis

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	strategy implementation written reports administration audit process food sampling/ testing
Resource implications	access to workplace or simulated case study that provides access to the following resources: relevant legislation, codes of practice, Council policies, government guides for Local Government, access to real or simulated food premises, access to relevant data; access to food handlers (real or simulated)
Consistency in performance	competency must be demonstrated in all relevant elements across a range of variables significant to Council's size, location and strategic plan
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	gather and analyse evidence in relation to legislation
Communicate ideas and information	**2**	prepare court briefings and reports
Plan and organise activities	**2**	disseminate information to food handlers
Work with others and in teams	**2**	liaise with relevant staff
Use mathematical ideas and techniques	**2**	establish sampling schedules
Solve problems	**2**	make judgements within codes of practice
Use technology	**2**	develop testing program

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UNIT LGAEHRH502A	COORDINATE IMMUNISATION PROGRAMS
UNIT DESCRIPTOR	This unit covers planning and implementing effective immunisation programs
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Plan immunisation programs	1	Immunisation programs and strategies are developed to achieve maximum immunisation rates and protect public health
		2	Adequately trained staff are coordinated to conduct immunisation services to ensure programs are conducted safely and efficiently
2	Coordinate immunisation programs	1	Resources and materials are provided and managed for immunisation sessions to facilitate a professional and efficient program
		2	Records on immunisation are maintained in a safe, accurate and efficient manner within legislative requirements, codes of practice and Council requirements
		3	Communication and liaison is undertaken with relevant health/education professionals and relevant government agencies to maximise effectiveness of the immunisation programs
		4	Immunisation programs are reviewed and evaluated to maximise their effectiveness

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Immunisation sessions may include	day, night, special (school based), infant agencies, industrial
Council requirements may include	Council policies, procedures and guidelines, strategic, business and management plans, and local ordinances, laws and by-laws
Legislative requirements may include	federal, state/territory and Local Government legislation

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Immunisation materials may include	vaccines, medical equipment, record-keeping equipment, syringes, safety equipment, adrenaline

EVIDENCE GUIDE

Critical aspects of evidence	planning and delivery of immunisation programs
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council structure and procedures relevant Council policy and legislation immunisation procedures key organisations and individuals National Health and Medical Research Council schedules
Underpinning skills	liaison with public administration public promotion record keeping vaccine storage
Resource implications	access to workplace or simulated case study environment that reflects the following resources: copies of relevant legislation, Council policies and procedures; access to immunization materials – vaccines, syringes, appropriate medical equipment and supplies; access to records management systems; access to key organisations and individuals (real or role model)
Consistency in performance	competency must be demonstrated in all elements across a range of variables significant to Council's size, location and strategic plan
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	gather and collate information relevant to running immunisation session
Communicate ideas and information	**2**	communicate information on immunisation procedures
Plan and organise activities	**1**	organise immunisation session
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	determine immunisation rates
Solve problems	**2**	review immunisation programs
Use technology	**1**	use personal computer for basic data entry

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UNIT LGAPLEM603A	COORDINATE INFORMATION GATHERING AND GEOGRAPHIC INFORMATION SYSTEMS DEVELOPMENT IN COUNCIL
UNIT DESCRIPTOR	This unit covers the maintenance of a quality geographic information systems (GIS) and the coordination and promotion of the use of GIS across all Council departments and externally, as appropriate, to promote efficient and effective use of the system
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Provide information to users and monitor usage	1	Work is planned to ensure information is provided to users in a timely manner
		2	Use of information is audited and changes to procedures and output recommended to maximise benefits from use of system
		3	Information on availability of data is disseminated to appropriate personnel in all functional areas of Council
2	Coordinate use of GIS within Council	1	User input into system is monitored to ensure data is not duplicated
		2	Data directories are developed and maintained so that current information is readily available to all relevant Council departments within Council policy
3	Provide technical support, advice and assistance	1	Advice on data content and suitability for particular use is provided on request
		2	Individuals/teams from different functional areas are assisted to achieve results within timeframe
		3	Opportunities are identified to improve systems and processes and suggestions are provided to relevant personnel
		4	GIS expertise is used to provide technical support to other systems
4	Assist with provision of training	1	Assistance is provided in determining the technical training needs of personnel
		2	Input is given in developing courses and teaching materials for education and training
		3	Work procedures and work instructions are prepared as required within areas of technical competence

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5	Participate in policy and standards development within and outside Council	1	Contribution is made to the development of policy relating to use of GIS within Council
		2	Awareness of current standards, industry developments and quality improvement processes is maintained through accessing appropriate information sources and networks
		3	Contribution is made to further development of appropriate standards across Council and the industry
		4	Information is shared with other individuals and organisations to negotiate solutions to problems and assist in solving common problems
		5	Joint projects are organised or participated in as appropriate to improve validity of data

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will also vary according to the level of development of Council's GIS and Council policies regarding usage of GIS in corporate management

Technical support	GIS support in the import and analysis of raster imagery, user support
Training	in-house, organised within Council networks, technical training outside the organisation
Input into training	preparing draft instructions, manuals, drawings, teaching aids, assisting with field work
Work procedures	for end users as well as GIS personnel
Information sources and networks	GIS vendors, products, user groups, GIS sites, professional or technical literature

EVIDENCE GUIDE

Critical aspects of evidence	monitoring and reviewing use of GIS training of end users and GIS personnel representing GIS both within and outside Council providing technical support and advice

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Interdependent assessment of units	**Prerequisite units:** BSZ404A - Train Small Group LGAPLEM404A - Prepare and Present GIS Data LGAPLEM512A - Provide GIS Information **Co-requisite units:** LGAPLEM610A - Manage Data within Council's GIS
Underpinning knowledge	current standards, industry developments data base structures scripting/commands line instructions/programming operating systems: UNIX, DOS, Windows, NT SQL or other generic query language relationship of spatial features of data base specific GIS software e.g. genamap, mapinfor, arcinfo potential inaccuracies and problems internal and external policies and practices relating to custodianship of data, pricing and access legislation relating to trade practices, copyright, intellectual property, Local Government Acts, roads act, freedom of information legislation
Underpinning skills	analysing options researching and accessing information attention to detail negotiating with customers
Resource implications	access to workplace or simulated case study environment that encompasses the following resources: GIS software, operating hardware, data base structures; access to a group of users/GIS personnel; copies of relevant legislation; professional/technical literature; manuals, drawings
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	audit use of information and recommend changes
Communicate ideas and information	**3**	contribute to policy development
Plan and organise activities	**3**	coordinate use of GIS in Councils
Work with others and in teams	**2**	share information
Use mathematical ideas and techniques	**2**	provide technical support
Solve problems	**3**	assist teams to achieve results
Use technology	**3**	monitor and review use of GIS

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UNIT LGAEHRW503A	COORDINATE PROGRAMS FOR THE CONTROLLED DISPOSAL AND CONTAINMENT OF RESIDUAL WASTE
UNIT DESCRIPTOR	This unit covers determining options for, and implementing, monitoring and reviewing, the controlled disposal and containment of waste
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Determine and secure access to disposal options	1 Criteria to assess the efficiency and environmental impact of each disposal option is determined 2 Alternative disposal options are assessed against identified criteria within relevant legislative requirements 3 The impact of disposal options on community amenity is considered in assessing options 4 Access to disposal facilities are negotiated with regard to the long term safety, control and stability of the site/method
2 Obtain relevant licences and approvals	1 Submissions and information on treatment methods are prepared within formats and timeframes specified by approval and licensing bodies 2 Relevant approvals and licences are obtained prior to commencement of waste disposal activities
3 Assess submissions to undertake controlled disposal and containment of waste	1 Criteria are established to enable an objective assessment of submissions 2 The impact of statutory and local requirements are considered in assessing submissions 3 Submissions are assessed against criteria to determine the most effective disposal option
4 Implement controlled disposal and containment of waste	1 All users are advised of disposal requirements prior to implementation 2 Required resources to implement the disposal system are procured within budget 3 Disposal systems are planned and scheduled in line with accepted submissions

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		4	Disposal is undertaken in terms of agreed specifications with particular emphasis on community health and safety
5	Monitor and review the controlled disposal and containment of waste	1	Regular data is collected and analysed to provide accurate measures of performance
		2	Comparisons are made with agreed disposal specifications to assess effectiveness
		3	Changes to disposal methods are made as required in a timely manner to ensure required performance levels are maintained
		4	Information obtained during monitoring and review is used to develop new disposal methods which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Disposal options	landfill, transportation, compacted landfill
Statutory bodies	environmental protection authorities, planning authorities, health departments, river and water supply authorities, waste authorities, regional waste boards
Stakeholders	community, interest groups, land holders, industry, business, other Councils, statutory bodies

EVIDENCE GUIDE

Critical aspects of evidence	determination of feasible disposal options assessment of submissions implementation of controlled disposal and containment of waste monitoring and reviewing methods based on data collected
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	community expectations, local knowledge disposal options disposal systems and methods environmental impacts of disposal options community impacts of disposal options approvals and licences required containment options treatment methods data collection and analysis methodologies statutory and local requirements relating to disposal
Underpinning skills	writing submissions assessing options against criteria negotiating access to disposal facilities preparing documentation developing criteria communicating information to users planning and scheduling
Resource implications	access to workplace or simulated case study environment that encompasses the following resources: access to technical information on various disposal processes; data bases; real or role model stakeholders and relevant statutory authorities
Consistency in performance	evidence will need to be collected over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	assess alternate disposal options
Communicate ideas and information	**2**	prepare documentation incorporating performance levels
Plan and organise activities	**2**	prepare submissions within timeframes and formats
Work with others and in teams	**1**	negotiate access to disposal facilities
Use mathematical ideas and techniques	**2**	collect and analyse data
Solve problems	**2**	make changes to ensure performance levels maintained
Use technology	**1**	monitor and review disposal methods

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UNIT LGAGOVA602A	COORDINATE RECORDING AND UPDATING OF INFORMATION ABOUT ASSETS
UNIT DESCRIPTOR	This unit relates to coordinating the capture and update of data in accordance with Council's asset management strategy
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Determine data required to achieve objectives	1 Information requirements defined by Council's asset management goals and objectives are determined 2 Asset register is divided into appropriate classifications 3 Level of data entry for asset components is determined based on quality of available data and end use 4 Check is made that each item of information is necessary to achieve objectives 5 Assets are recorded in accordance with Australian accounting standards and relevant legislation
2 Determine data capture methodology	1 Sources and availability of data are determined 2 Options for automated or computerised data collection are investigated in detail 3 Cost effective data capture methodologies are determined for each asset group based on cost/benefit analysis of options 4 Pro forma/processes for recording of data are prepared which facilitate consistent and accurate data collection 5 Data recording pro forma/processes are simple and user friendly 6 Format for data recording and storage is developed that provides for easy retrieval, review, analysis and reporting
3 Maintain integrity of information	1 Level of accuracy required is determined and verification processes and updating activities for correcting false data are determined 2 Degree of confidence is identified

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4	Program data collection	1	Program for data collection is determined to reflect criticality or value of data
		2	Procedures are developed to ensure new data is captured as it occurs
		3	Where assets are transferred to Council, arrangements are made where possible for data capture in a form suitable to the organisation
		4	Processes are implemented which respond quickly to false data and ensure data base is corrected quickly and accurately
5	Determine valuation and depreciation methods	1	Valuation methods for various asset classes are determined
		2	Accounting requirements in respect of valuation methods are addressed
		3	Methods of validating and verifying asset valuation are determined
		4	Depreciation methods for various asset classes are determined taking into account useful life of assets
6	Coordinate update of data and review progress	1	Data base updating requirements are determined
		2	Responsibility for data collection/input and monitoring of data collection is allocated
		3	Unique numbers are created in line with guidelines
		4	Multiple purposes of data are recognised to maximise effectiveness of collection and avoid duplication
		5	Guidelines and procedures are produced to ensure assets are recorded in accordance with Council policies, Australian standards and other relevant legislative requirements
		6	Feedback is encouraged and procedures for data collection/input are reviewed and amended as appropriate

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Asset registers	hard copy spreadsheet, electronic spreadsheet

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Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plant and equipment
Processes for recording of data	GIS, hard copy forms, photography, electronic recording, microfiche

EVIDENCE GUIDE

Critical aspects of evidence	recording of assets in line with Australian accounting standards and other relevant legislation implementation of cost effective data capture methodologies development of simple, user friendly, workable pro formas/ processes for data collection implementation of appropriate systems for collection, update and maintaining accuracy
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LGAGOVA615A - Provide information on asset management programs and practices
Underpinning knowledge	relevant Australian accounting standards relevant state/territory legislative requirements data capture methodologies verification techniques technological options for data capture options for level of data entry and determining factors options for data storage formats potential uses/outputs of data collection relevant Council policies and procedures confidentiality requirements software
Underpinning skills	supervisory/coordination writing guidelines and procedures
Resource implications	access to workplace or simulated case study that encompasses the following resources: access to Australian accounting standards, appropriate resources on data capture and storage formats; relevant spreadsheet software

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Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	determine elements of data to be collected
Communicate ideas and information	**2**	prepare pro forma for recording of data
Plan and organise activities	**3**	determine program of data collection
Work with others and in teams	**2**	encourage feedback
Use mathematical ideas and techniques	**2**	ensure assets are recorded in line with Australian accounting standards
Solve problems	**3**	determine and implement verification techniques
Use technology	**2**	use asset management software

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UNIT LGAEHRW603A	COORDINATE THE IMPLEMENTATION OF COUNCIL'S WASTE MANAGEMENT STRATEGY
UNIT DESCRIPTOR	This unit covers preparation of an implementation plan, and monitoring and reviewing the implementation of the waste management strategy
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Prepare implementation plan	1 Actions are prioritised to provide the most effective and efficient resolution of issues within available resources 2 Resources are allocated to match action priorities 3 Processes are monitored to ensure the strategy is achieving objectives and is modified as required 4 Relevant groups are identified which have the capacity and compatibility to carry out strategy actions 5 Achievable timelines, schedules and targets are established
2 Monitor implementation of waste management strategy	1 Data is collected regularly and analysed to provide accurate measures of performance 2 Comparisons are made with strategy objectives to assess effectiveness 3 Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved 4 Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Major waste types	household waste, Council waste, commercial waste, industrial waste, liquid, chemical, medical, prescribed, green waste, food waste, putrescible waste, obnoxious (poisonous food, contaminated), hard waste, sludge, litter, recyclables

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Relevant groups	contractors, recycling agents, tip operators, transfer station, local industries, incineration operators

EVIDENCE GUIDE

Critical aspects of evidence	effective resolution of issues achievable timelines, targets and schedules monitoring and review of processes
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant environmental protection and other relevant authority requirements extensive technical knowledge of waste management processes comprehensive knowledge of relevant acts and regulations and guidelines
Underpinning skills	prioritising actions establishing schedules analysing data comparing performance measures
Resource implications	access to workplace or simulated case study that provides the following resources: relevant Acts, regulations and guidelines; access to technical information on waste management techniques
Consistency in performance	evidence will need to be gathered over a period of time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	collect and analyse data
Communicate ideas and information	**2**	advise changes to strategy
Plan and organise activities	**2**	identify groups to carry out strategy
Work with others and in teams	**2**	carry out strategy in team situation
Use mathematical ideas and techniques	**3**	analyse quantitative data
Solve problems	**3**	develop new strategies
Use technology	**1**	use computer software

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UNIT LGAGOVA303A	COORDINATE THE PRODUCTION OF BROCHURES AND MARKETING MATERIALS
UNIT DESCRIPTOR	This unit covers the planning, organising and checking of production of brochures and information materials to rate payers
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Plan the production of brochures and information materials	1	Production is planned in accordance with key Council business, strategic and policy plans
		2	Key Council dates and initiatives are taken into account when planning production
		3	Production schedules are organised to ensure planned information materials are available to rate payers at the required time
		4	Resources are identified
2	Produce information for inclusion in brochures/materials for distribution	1	Accurate and complete information based on existing Council documents is compiled for publication and/or obtained from the appropriate source
		2	Information is written and presented in a clear and easily understood format suitable for the audience
3	Obtain quotations for artwork and printing as appropriate	1	Accurate specifications are provided to quoting organisations
		2	Comprehensive quotations are obtained with full details of potential variations to cost and conditions which may apply
4	Develop final copy for brochures and information materials	1	Final copy is produced which presents accurate and clear information according to Council policy
		2	All copy is thoroughly checked for accuracy prior to submission to external/internal art-house or printers
5	Coordinate the production of brochures and information materials	1	Liaison is undertaken with production house or responsible staff member in a manner which permits accurate monitoring of production schedules
		2	All production work is fully checked and corrected as required
		3	All copy is re-checked and approved by appropriate authority only when accurate

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4 Artwork is approved according to Council guidelines prior to commencement of printing

5 Brochures and other printed materials are obtained on schedule

6 Contingency plans are put in place to allow for situations where timelines may be exceeded

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Resources	equipment required, materials needed, basis of information sources of information , human resource assistance
Specifications	time, quality of stock, style of brochure, number of photographs, ink colours, style copy to be provided, medium copy to be provided in, binding/stapling required

EVIDENCE GUIDE

Critical aspects of evidence	comprehensive and accurate specifications given quotes cover contingencies copy is accurate work undertaken in line with Council procedures
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	design techniques production techniques and methods Council policy relating to provision of information Council procedures relevant to production
Underpinning skills	creative writing of copy attention to detail liaison with printers analysing quotations writing using plain English using computer software
Resource implications	access to workplace or simulated case study that incorporates the following resources: word processing package; access to real or mock artwork and printing houses

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Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	select information for brochures
Communicate ideas and information	**2**	communicate requirements to printer
Plan and organise activities	**2**	plan production of brochures
Work with others and in teams	**1**	liaise with staff members to monitor production
Use mathematical ideas and techniques	**1**	interpret quotes
Solve problems	**2**	develop contingency plans
Use technology	**1**	develop copy

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UNIT LGAPLEM604A	DEVELOP A FUNCTIONAL ROAD HIERARCHY STRATEGY
UNIT DESCRIPTOR	This unit covers the review of existing and intended roads to inform the status of road networks
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Determine the need for a road hierarchy review	1	A road hierarchy review is identified though Council planning needs
		2	Complaints, requests and comments are analysed to identify problems, risks and concerns
		3	Records and statistics are monitored to identify issues that influence a road hierarchy review
2	Develop road hierarchy strategy options	1	The use of roads is defined against pre-selected criteria
		2	All aspects of existing transport conditions are established
		3	Options relevant to the strategy are identified
		4	The acquisition or resumption of land is identified
		5	All options are assessed on the basis of effectiveness, efficiency and practicality
3	Obtain strategy endorsement	1	Statutory and other relevant authority approvals are obtained within required timeframes with minimal modification to the preferred strategy
		2	Opportunities are provided for community consultation to maximise acceptance of the preferred strategy
		3	Clear, concise documentation is prepared that provides relevant details
		4	The strategy is submitted to Council for endorsement
4	Disseminate the road hierarchy strategy	1	The strategy is published and the information disseminated in accordance with Council procedures
		2	The hierarchy strategy is referred to for transport management direction

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5	Review the strategy	1 Timeframes and criteria are established 2 Records and statistics are monitored to measure the effectiveness of the hierarchy 3 Complaints requests and comments are analysed to identify ongoing appropriateness of the hierarchy

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Criteria	width, traffic volume, connectivity of traffic, type of management, abutting land use, capacity, capability
Planning needs	subdivision, shopping centre expansion, network deficiencies, tip development, public transport routes, abutting developments
Publication	street directory, neighbouring Councils, local paper, Council information bulletin, multilingual information services
Hierarchy	declared roads, highways, arterial roads

EVIDENCE GUIDE

Critical aspects of evidence	research of past and present state/federal policies local knowledge of traffic flow, community expectations, road hierarchy interpretation and analysis of Council planning strategy development and endorsement
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	generation rates Council infrastructure Council structure and services community and business expectations local information and demographic profiles planning and development principles procurement guidelines

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Underpinning skills	policy interpretation qualitative and quantitative research methodologies written and verbal reporting application of legislation application of standards forecasting trends estimating resources cost control negotiation and consultation for a diverse community and Council workforce computation
Resource implications	access to workplace or simulated case study that reflects the following resources: relevant information, Council policies, statistics on road usage, plans and records for road network; access to information on population demographics
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	collect and analyse data from public comments, surveys, historical information
Communicate ideas and information	**3**	consult, present policies to Council
Plan and organise activities	**3**	organise public meetings, letter drops
Work with others and in teams	**3**	consult with other Local Government areas, colleagues
Use mathematical ideas and techniques	**1**	analyse statistics
Solve problems	**0**	
Use technology	**1**	use computer systems

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UNIT LGAGOVA502A	DEVELOP A MARKETING STRATEGY
UNIT DESCRIPTOR	This unit covers the preparation, monitoring and review of a marketing plan in line with Council's business plans and goals
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Clarify organisation objectives	1	Principles and policies of the organisation are obtained and documented if required to enable marketing effort to be focused
		2	Marketing strategies are in line with Council strategies and departmental business plans
2	Research alternative options to meet objectives	1	Appropriate research is undertaken on marketing alternatives
		2	Organisation members, participants and other relevant parties are consulted where appropriate
		3	Specialist marketing advice is sought where necessary
		4	Options proposed are based on reliable data and substantiated trends
3	Assess viability of alternatives	1	Valid assessment criteria that relate marketing options to business objectives are prepared
		2	Comparisons and cost benefit analysis are undertaken in order to rank options in terms of suitability
		3	Decisions on suitable options reflect business objectives and are based on valid assessment processes
		4	Decisions are confirmed with relevant parties
4	Prepare a marketing strategy	1	Marketing strategy is clearly defined to ensure promotional activities are relevant to marketing directions
		2	Price of service, if appropriate, is defined for each market niche
		3	Target markets are profiled and readily identifiable
		4	Marketing strategy is endorsed in line with Council requirements

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5	Implement marketing strategy	1	Planned marketing activities are scheduled within appropriate timeframes
		2	Measurable performance targets are set and agreed with relevant parties in advance of any marketing activity
6	Monitor and review implementation of marketing plan	1	Valid and reliable data on marketing performance is collected in line with performance targets
		2	An objective assessment of the marketing plan and implementation is made by a comparison of data against defined expectations
		3	Information on marketing performance is made available for planning to ensure future developments incorporate required changes and improvements

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Marketing may be undertaken to increase participation, increase return on investment, create or present an image

Marketing performance targets	level of memberships, number of participants, level of awareness, degree of competition, sales volumes, community endorsement and support
Research	locate and read specific information, evaluate information
Endorsement of marketing strategy	may be by management or Council
Relevant legislation	equal employment opportunity, audit requirements, trade practices legislation

EVIDENCE GUIDE

Critical aspects of evidence	marketing strategy in line with Council/departmental strategies and reflects business objectives options assessed and compared
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	marketing principles and methods promotional strategies industry data and trends Council policy relating to marketing and promotion Council business objectives
Underpinning skills	researching marketing alternatives analysing options documenting strategy problem solving
Resource implications	access to workplace or simulated case study that incorporates the following resources: access to Council policies/strategies, relevant data and information on marketing principles and methods
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	evaluate and propose options
Communicate ideas and information	**2**	review marketing plan
Plan and organise activities	**2**	clarify objectives and complete marketing plan
Work with others and in teams	**2**	consult organisation members
Use mathematical ideas and techniques	**2**	undertake cost benefit analysis
Solve problems	**2**	research options
Use technology	**0**	

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UNIT LGAGOVA603A	DEVELOP A RISK MANAGEMENT STRATEGY FOR COUNCIL ASSETS
UNIT DESCRIPTOR	This unit covers identification of possible failures and development and implementation of strategies to manage identified risks
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Identify and analyse the risk of various levels of service	1	Possible failure modes are identified and current probability of failure assessed
		2	Consequence of failure is determined taking into account financial, technical, social and political factors
		3	Risk cost to Council is quantified taking into account both major and minor failures
		4	Acceptable risk level is evaluated
		5	Capital and recurrent works are ranked to account for risk and enable effective allocation of competing resources
		6	Relevant documentation is completed according to organisational procedures
2	Undertake risk control measures	1	A uniform approach to risk reduction is developed
		2	Risk reduction activities are developed and failure management plans are implemented
		3	Demonstrable benefit for the organisation in terms of reduced risk are derived from risk management techniques
		4	Risk management strategies and plans are clearly documented and communicated to all relevant personnel
3	Establish liaison and communication on risk management	1	Liaison and communication structures are established with relevant internal and external parties

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plants and equipment
Possible failure modes	lack of capacity, inefficiency, obsolescence, level of service falls below acceptable levels, structural integrity (mortal failure), redundancy (lack of utilisation), operator errors
Consequence of failure	effect on public health (potential loss of life), public and staff safety and risk (WorkCover/public liability), damage to private property, effect on business, effect on essential services, damage to other utilities' property, political sensitivity to the organisation (statutory obligations), disruption to traffic, disruption to public transport, inconvenience to the community, high repair costs**,** availability of repair materials, cost of providing the service while the asset is not functioning, number of people who will be affected by the failure, loss through replacement instead of rehabilitation in case of total failure, damage to the environment, actual cost of the repair, multiplier effects on the community (effects on elderly, children, risk groups), public image/ public relations loss
Acceptable level of risk may be influenced by	profile of service, political impact, social impact, financial impact
Risk reduction activities	operate asset differently, maintain asset differently, operator training, demand management
Relevant parties	insurers, management, service purchasers, service providers

EVIDENCE GUIDE

Critical aspects of evidence	all factors taken into account in determining consequence of failure development of risk reduction activities and implementation of failure management plans

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Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LGAWORK603A - Use asset data to determine and prioritise Council's works program
Underpinning knowledge	insurance options to offset risks public liability occupational health and safety regulations Local Government political system possible social consequences environmental legislation/regulations quality management custodial responsibility legal liabilities risk management processes and techniques calculation of current risk cost relevant computer software applications
Underpinning skills	analytical evaluation decision-making
Resource implications	access to workplace or simulated case studies of risk management of assets for given area of Council responsibility; access to relevant computer software and data bases
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	identify consequences of failure
Communicate ideas and information	**2**	document strategies and plans
Plan and organise activities	**2**	plan risk reduction activities
Work with others and in teams	**0**	
Use mathematical ideas and techniques	**2**	consider technical and financial factors
Solve problems	**3**	implement failure management plans
Use technology	**3**	identify failure modes

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UNIT LGAGOVA604A	DEVELOP A STRATEGIC HUMAN RESOURCE PLAN
UNIT DESCRIPTOR	This unit covers the development of a strategic human resource plan, policies and procedures
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Assess the human resource implications of Council's corporate plan	1 Input into corporate plan is provided 2 Corporate plan strategies are analysed for human resources issues 3 Human resource implications within the corporate plan are identified 4 Human resource benchmark for service delivery to meet internal/external clients are identified 5 Stakeholders are consolidated in assessing human resources implications 6 A draft response within agreed timeframes and resources is prepared
2 Determine future human resource profile of the organisation	1 Internal/external factors likely to impact on future human resource needs are identified 2 Other relevant employees/departments are consulted for information on future requirements 3 A future profile of probable human resource requirements is determined 4 Future competencies required by present workforce are identified 5 Internal and external career paths are identified
3 Analyse present workforce profile	1 Employee data is accessed and interpreted 2 Competency profiles for positions in present workforce are proposed
4 Develop and document human resource strategies to meet future workforce requirements	1 Future human resource requirements are prioritised 2 Senior management is consulted and confirmation of an analysis is sought 3 Draft plan is disseminated for comment 4 An agreement is sought by consultation with management and employees 5 The workplace plan is documented and distributed to CEO/Council for endorsement

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5	Develop human resource policies and procedures	1	Human resource policies and procedures are clearly linked to human resource strategies
		2	Requirements of relevant human resource legislation are incorporated
6	Monitor and evaluate human resource strategic plan	1	Method and criteria of evaluation are agreed
		2	Stakeholders are appropriately engaged in review process
		3	Emerging changes are monitored and review strategies identified

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Future trends	international and national human resource trends in private/public sector Council amalgamations, resource sharing, regional planning, legislative changes, political changes, changes in technology, societal trends (e.g. changes in workforce, labor market trends, increasing awareness of environmental issues), contestability, contractual relationships, enterprise bargaining, benchmarking
Workplace profile	current skills bank, knowledge, attitudes, gender balance, age profile, cultural diversity
Competency profiles	competency standards, specific and general organisational standards, job description, performance profiles
Data source	computer based human resource information systems, surveys, qualitative research, validity and currency of information, federal and state government research
Internal factors	organisational structure, Council vision, funding issues, staff turnover rates, recruitment appeals, absenteeism, corporate plan, competition
Stakeholders	Council sections, staff, unions, management, joint consultative committees, elected members
Human resource strategic plans, policies and procedures	training and development, equity and discrimination, rehabilitation, employee relations, recruitment and selection, performance management, remuneration

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EVIDENCE GUIDE

Critical aspects of evidence	development of operational plan in which present workplace profile is analysed and future human resource organisational requirements are determined in conjunction with Council corporate plan strategic plan and objectives of Council is supported by the human resource plan stakeholder support and endorsement is gained achievable and measurable outcomes are contained in plan
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	international and national human resource trends in the private and public sectors Council policies and procedures human resource information management system organisation corporate objectives legislation relating to industrial relations, equal employment opportunity, occupational health and safety and other human resource related legislation and policies
Underpinning skills	analysis human resource needs for organisation forecast/human resource implications of Council activities consultation with internal and external contacts developing human resource strategies preparation and presentation of submissions/reports analyse data using appropriate statistical tools
Resource implications	access to workplace or simulated case study that encompasses the following resources: human resources information systems, relevant Council policies/procedures; relevant national and state legislation/regulations; access to relevant literature on human resources trends and systems
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	access and interpret future human resource
Communicate ideas and information	**3**	seek workplace agreement by consultation with management and employees
Plan and organise activities	**2**	document and disseminate the workplace plan
Work with others and in teams	**3**	negotiate human resource plan
Use mathematical ideas and techniques	**2**	interpret data used
Solve problems	**3**	seek agreement on the plan
Use technology	**1**	access employee data

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UNIT LGAGOVA605A	DEVELOP AN ASSET MANAGEMENT STRATEGY FOR COUNCIL
UNIT DESCRIPTOR	This unit covers coordination of the implementation of improved asset management practices in Council
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Coordinate an asset management team	1 Multi-disciplinary team or liaison structures are established as appropriate to develop and review corporate policy, and specific objectives and guidelines for asset management 2 Membership of team/structures acknowledges requirements for technical, financial, economic, social and political impacts of asset management strategies 3 Membership of team/structures is regularly reviewed to ensure membership remains appropriate to current requirements 4 Regular communication is maintained through meetings or other appropriate media to ensure two-way flow of information and ideas
2 Evaluate current status of asset management activities	1 Current asset management activities are ascertained and assessed against best practice options to identify strengths and weaknesses 2 Current information systems supporting strategic planning and maintenance of operating functions are assessed to determine support systems necessary for future requirements and the effort required to upgrade systems 3 Output required to achieve organisational asset management objectives for different asset groups is determined
3 Determine asset management strategy in consultation with team	1 Asset management strategy is developed to meet Council's specific objectives for management of assets 2 Asset management strategy is linked with corporate plan to reflect corporate goals 3 Asset management strategy is documented and distributed to chief executive officer/ Council for endorsement

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		4	Justifiable resourcing requirements are determined and availability confirmed to ensure adequate resourcing
		5	Clear sets of objectives and achievable goals are defined which are compatible with the level of commitment and support of the organisation
		6	Plans are developed which enable Council to know their immediate, medium and long term strategies for infrastructure and service delivery to meet customers' present and likely future requirements
		7	Corporate obligations and business unit responsibilities are fully considered in developing plans to ensure asset management team does not infringe unduly on the autonomy of independent business units
4	Develop policies and guidelines	1	Clear policies and guidelines are produced that outline the framework within which the various organisational units operate
		2	Policies and guidelines are produced to guide the effective implementation and maintenance of records systems
		3	Reporting requirements are set
5	Prioritise implementation program	1	A plan for the introduction of asset management program/system is developed in line with statutory requirements to ensure logical and structured implementation
		2	Selection of outside consultants (where appropriate) to assist in ensuring effectiveness of asset management program is based on predetermined selection criteria
		3	Program priorities are set, based on need and cost/benefits, or specific objectives are established against a timeframe
6	Determine asset classification and identification	1	Format for asset register is determined based on expected immediate and future objectives
		2	Materiality thresholds are determined
		3	A classification system is selected which reflects the asset accounting and asset management needs of the organisation
		4	Classification system selected is compatible with existing or proposed computer system and is capable of integration with other corporate systems
		5	Numbering system is selected which suits the users
		6	Rules and guidelines for unique number creation are established and data entry fields set up for each data type

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Assets	all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plants and equipment
Reporting requirements	method, frequency
Asset management activities	asset strategies, asset creation/acquisition, information/support systems, accounting/cost accounting, operations, asset maintenance, condition and performance monitoring, renewal, disposal, audit and management reviews

EVIDENCE GUIDE

Critical aspects of evidence	effective coordination of team development of strategy to meet objectives prioritisation within available resources development of clear objectives, policies and guidelines development of appropriate classification system
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	benefits of asset management costs of implementing asset management systems Council structure relevant legislation meeting protocol best practice asset management variety of asset management systems formats for asset registers criteria for selection of consultants asset classification/identification systems hierarchical structures audit processes life cycle management processes data capture methods budgeting conducting needs analysis

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Underpinning skills	conducting and reporting on meetings communicating issues and decisions verbally and in writing evaluation management and coordination
Resource implications	access to operational asset management systems or case study/simulated systems
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	ascertain and assess current activities
Communicate ideas and information	**3**	maintain regular communication through meetings
Plan and organise activities	**3**	plan new asset management activities
Work with others and in teams	**3**	coordinate multi-disciplinary team
Use mathematical ideas and techniques	**2**	determine resources
Solve problems	**2**	set program priorities
Use technology	**3**	assess information systems

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UNIT LGAEHRH604A	DEVELOP AND IMPLEMENT ENVIRONMENTAL HEALTH EDUCATION, PROMOTION AND AWARENESS STRATEGIES
UNIT DESCRIPTOR	This unit covers the development and delivery of environmental health awareness programs
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Develop environmental health education, promotion and awareness strategies	1	Goals and objectives for health education, promotion and awareness are established
		2	Information to assist in health needs analysis is identified, researched and collated
		3	Health surveys that identify public health needs are developed
		4	Existing services and strategies are reviewed and evaluated to ensure relevance
		5	Community networks are established and maintained to ensure broad exposure to local development needs
2	Implement environmental health education, promotion and awareness strategies	1	Appropriate health education, promotion and awareness programs are developed based on community development needs in accordance with Council policy
		2	Programs are implemented using appropriate educational, promotional and awareness activities
		3	Health education, promotional and awareness programs are monitored and evaluated in conjunction with the community to assess performance in relation to goals and objectives of the program
3	Undertake entrepreneurial programs	1	The opportunity for an entrepreneurial program is identified from the market place
		2	The viability of a program is assessed by internal and external consultation
		3	Reports are prepared for Council with recommendations and supporting information

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4 The program is implemented and monitored to ensure objectives are met within budget, resources and time limitations

5 The program is reviewed and assessed using consumer response and internal audits

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Consultation may include	experts, community, parents, funding organisations, relevant agencies, regional groups, industry
Promotion programs may include	immunisation, nutrition, smoking, Sunsmart, mosquito control, sexually transmitted diseases, Council, public health plan, public health policy, personal skill development, community action strengthening, supportive environments, reorienting services, behavioural and environmental adaptation, community development
Entrepreneurial programs may include	videos, slide tapes, hard copy, pamphlets, books, software, badges, ties, stickers, professional consultancy
Internal and external consultation may include	staff, Councillors, schools, police, welfare, hospitals, medical institutes, church groups, industry and professional expertise, government departments
Public health needs may include	special requirements of ethnic or minority groups, demographic groups
Council requirements may include	Council policies, procedures and guidelines, strategic, business and management plans, and local ordinances, laws and by-laws
Legislative requirements may include	federal, state/ territory and Local Government legislation
Viability may include	profit/loss, break even, community value

EVIDENCE GUIDE

Critical aspects of evidence	goals and objectives of programs achieved	
Interdependent assessment of units	**Prerequisite units:**	nil
	Co-requisite units:	nil

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Underpinning knowledge	Council structure, services and relevant policies health services health education policy promotional strategies
Underpinning skills	program planning consultation with public budget management presentations to public
Resource implications	access to workplace or simulated case studies that provide relevant equipment and materials such as videos, pamphlets
Consistency in performance	competency must be demonstrated in all elements across a range of variables significant to Council's size, location and strategic plan
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	perform educational needs analyses
Communicate ideas and information	**2**	deliver educational programs
Plan and organise activities	**2**	plan and organise educational programs for a variety of groups in a variety of locations
Work with others and in teams	**2**	as part of a multidisciplinary team, identify important technical knowledge for educational programs
Use mathematical ideas and techniques	**2**	develop health surveys
Solve problems	**2**	ensure programs are within budget
Use technology	**1**	use overhead projector, electronic whiteboard

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UNIT LGAGOVA304A	DEVELOP AND IMPLEMENT IMPROVED SUPPLY STRATEGIES
UNIT DESCRIPTOR	This unit covers determining and implementing strategies for ensuring efficient distribution of goods and services to various Council departments and depots
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Monitor present practices and evaluate results	1	Parameters for evaluating present practice are established
		2	A recording system is developed to facilitate collection and evaluation of outcomes of existing strategies
		3	Reporting format for presentation of results is determined
2	Research and develop alternative strategies where appropriate	1	Knowledge of current practices and recent developments in supply techniques is maintained
		2	The need for change is clearly identified
		3	Benchmarks for improvement are established
3	Implement improved supply strategies	1	Management is informed of up-to-date supply strategy as required
		2	Structures and networks are established to implement supply strategy
		3	Procedures are clearly documented, distributed and monitored according to Council policy

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application will also vary according to the requirements for the use of technology together with Council's policies and procedures in relation to technological issues

Parameters	customer satisfaction, cost, time to supply
Recording systems	computer data base, hard copy, manuals

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Structures and networks	collection, direct supply, multiple site supply, delegate authority, ordering timeframes and processes, state government supply and regional Council networks
Benchmarks	Council quality system, industry best practice
Council policy	plain English documentation, level of delegated authority, quality policy, procurement policy

EVIDENCE GUIDE

Critical aspects of evidence	evaluation of existing practices establishment of benchmarks for improvement of current practice provision of information to management and Council personnel establishment of structures and procedures
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council structure and services relevant computer software current industry supply practices and techniques invoicing procedures Council quality policy Council procurement policy for procedures
Underpinning skills	consultation and negotiation researching industry practice analysing different supply options report writing evaluation of different practices
Resource implications	access to computer systems
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	monitor present practice
Communicate ideas and information	**2**	document procedures and monitor them
Plan and organise activities	**2**	establish evaluation parameters and develop alternative strategies
Work with others and in teams	**2**	develop networks
Use mathematical ideas and techniques	**2**	develop recording system
Solve problems	**2**	develop reporting format
Use technology	**1**	use computer software

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UNIT LGAGOVA606A	DEVELOP AND MAINTAIN A COMMUNITY CULTURAL PLAN
UNIT DESCRIPTOR	This unit covers the development, implementation, monitoring and review of a cultural plan for a Local Government area
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Identify the demographic composition and cultural resources in the community	1 Community demographic and cultural resources data is gathered, collated and analysed according to Council policies and procedures 2 Community groups and organisations are identified according to Council policies and procedures
2 Identify community need for information, skills and opportunities for involvement in community cultural planning	1 Relevant information to assist community knowledge, skills and opportunities for involvement in community cultural planning is identified, collated and analysed 2 Links with community groups, organisations and the broader community are established to identify information, skills and opportunity needs
3 Identify and assess the effectiveness of methods for creating and raising community awareness of community cultural planning	1 Data on the effectiveness of methods for creating and raising community awareness of cultural planning and cultural activities is collected and assessed 2 Criteria to determine relative effectiveness of various methods are determined and applied appropriately
4 Develop a community cultural plan	1 The plan is developed in consultation with relevant community, Council and other organisations input 2 The plan is advertised and feedback incorporated in accordance with Council policies, protocols and procedures 3 The plan is presented to senior management and Council for endorsement 4 Amendments from senior management and/or Council are included as appropriate 5 The plan is disseminated for implementation to relevant Council personnel

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5	Monitor and review a cultural plan	1	Regular qualitative and quantitative data is collected and analysed to provide accurate measures of performance
		2	Information obtained during monitoring is used to modify and/or further develop strategies as appropriate

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, types of data sources and data available, business/strategic plans, and policies and practices

Culture	group activities/games, dress, communication practices, language, types, styles and significance of artefacts, music, the built and natural environment
Relevant personnel/departments	heritage planner, town planner, environmental officer, community service delivery staff, parks, gardens and road staff; library staff, supervisors, managers, recreation planners
Cultural resources	community history, items in the built and natural environment, private and public artistic products, cultural practices and facilities, ethnic groups, age groupings, clubs, gender groupings
Methods for raising awareness	use of existing systems from other organisations/communities, use of expert consultants with relevant skills, action learning strategies, workshops, advertising, signage, printed materials, mass media, public education
Links with community groups	formal committees of Council, working parties, workshops, meetings

EVIDENCE GUIDE

Critical aspects of evidence	comprehensive, appropriate demographic and cultural resource information strategies for involving a diverse community in planning and activities evidence of review processes
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	community cultural development philosophy and practice across several art forms community networks Council policies, procedures and protocols

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Underpinning skills	cross-cultural communication community research qualitative and quantitative data analysis community consultation program planning
Resource implications	access to workplace or simulated case study that encompasses consultation with community groups; access to Council cultural resources and relevant personnel
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	collect data and develop criteria to determine the effectiveness of awareness raising methods
Communicate ideas and information	**2**	present the plan to senior management
Plan and organise activities	**3**	develop, implement, monitor and review a cultural plan
Work with others and in teams	**2**	establish links with community groups
Use mathematical ideas and techniques	**1**	inform senior management of budgetary implications
Solve problems	**3**	monitor and modify a cultural plan
Use technology	**1**	use a data base

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UNIT LGACOM501A	DEVELOP AND ORGANISE PUBLIC EDUCATION PROGRAMS
UNIT DESCRIPTOR	This unit covers provision of education and information to the public on issues of public importance
FIELD	Common Elective Units

ELEMENT	PERFORMANCE CRITERIA
1 Determine requirements for provision of information to public	1 Need for provision of information is determined from review of common public inquiries, public compliance levels and new trends and issues 2 Information requirements are determined through discussion with clients, general public and relevant interest groups 3 Requirements of relevant legislation and Council policy are identified and incorporated into information requirements 4 Specific educational objectives are determined from information needs of public 5 Specific target groups are identified for education
2 Determine appropriate medium to educate public	1 Educational medium is cost effective and maximises access to target groups 2 Education medium allows clear and understandable communication of information to target groups
3 Provide education to public	1 Accurate information is provided in a clear and relevant manner and in accordance with the learning needs of the target group 2 Target group is provided with opportunities to confirm understanding and seek clarification where required 3 Reliable documentation and publications (suitable to target group and nature of issues) is provided for ongoing reference where required 4 Details on Council services are provided to assist in future service provision as required 5 Information on community, government and industry services available to the target group is provided where required

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4	Review and evaluate education	1	Education is evaluated to determine success in meeting educational objectives and overall effectiveness of program outcomes
5	Maintain records of public education programs	1	Educational program materials are filed and stored according to agreed procedures
		2	Evaluation and feedback on programs is available for use in future program development
		3	Records of education schedules and costings are up-to-date and accurate

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Need for information may arise from	new legislation, new Council policy, new Council services, health considerations, customer needs and requirements, compliance requirements
Information	services available, legislation, impacts on health, environment or safety
Appropriate medium	brochures, fact sheets, displays, videos
Sources of information	Council publications, Council business papers, statutory authorities, state and federal governments, other Councils, regional organisations of Councils

EVIDENCE GUIDE

Critical aspects of evidence	information requirements determined from range of sources information is accurate and complies with Council and legislative requirements suitable media used
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	topic to be presented adult education principles different educational mediums presentation techniques

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Underpinning skills	communication of information presentation of information research of public needs
Resource implications	access to workplace or simulated case study that encompasses information on Council services, policies, statutory obligations and requirements; access to developing mediums such as videos, brochures, displays
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	determine the need for information
Communicate ideas and information	**2**	provide clear and accurate information
Plan and organise activities	**2**	organise public education programs
Work with others and in teams	**2**	discuss requirements with clients
Use mathematical ideas and techniques	**1**	use cost effective medium
Solve problems	**1**	provide information as required
Use technology	**0**	

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UNIT LGAPLEM605A	DEVELOP AND REVIEW A TRANSPORT POLICY
UNIT DESCRIPTOR	This unit covers scoping, resource identification, and development of policies to fulfil future transport needs
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Determine the scope of the policy and define terms of reference	1 Clear and concise aims and objectives are established 2 The geographic boundaries to the study area are clearly identified 3 External constraints are identified to ensure the transport policy addresses areas of influence 4 Policy parameters are established through review of state and federal, internal and external policies and plans 5 State and federal policies are examined and constraints identified to enable implementation of the policy
2 Identify resources required to develop a transport policy	1 Transport authorities and personnel are identified to ensure access to specialised knowledge is obtained 2 Prior transport studies are reviewed to establish the type and quality of existing information 3 The structure of a capable, experienced and multi disciplined policy development work team is determined 4 Resources are identified to enable the transport policy to be developed within timeframes, budgets and Council guidelines for procurement
3 Determine future transport needs	1 All aspects of existing transport conditions are established 2 Transport conditions are assessed to identify current capability and capacity 3 Clear and quantifiable transport trends are identified from an analysis of proposals from state and local authorities 4 A clear, representative and useable identification of community needs is established through consultation with relevant stakeholders

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4	Develop draft policy to fulfil future transport needs	1	Practical and comparable options are prepared
		2	Achievable schedules and timeframes are prepared which clearly identify priorities
		3	Two-way consultation is undertaken with all interested parties so that the impact of the policy is clearly identified
		4	The draft policy is clearly documented based on a presentation of evidence and logical argument
		5	The draft policy is developed to ensure compatibility with the plans of other relevant authorities
5	Modify policy in consideration of inputs	1	Submissions to the draft policy are invited from interested parties
		2	Inputs to the draft policy are assessed to determine impact and relevance
		3	Conflicting inputs are evaluated to obtain a balance with the policy aims and objectives
		4	The transport policy is redrafted to reflect modifications as appropriate
6	Obtain approval of the policy	1	Final transport policy documents with recommendations are prepared incorporating the input of interested parties
		2	A submission is made to Council in accordance with requirements
		3	Endorsements and approvals are obtained from other relevant authorities
7	Review the transport policy against identified outcomes	1	Mechanism for evaluation of policy is determined
		2	Timeframes for evaluation of policy is determined
		3	Legislative and other changes are reviewed to update the policy

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Environments for the strategy	metropolitan, urban, regional, rural, local
Resources for the strategy	funding, personnel, time, equipment, facilities
Types of consultation	public forum, resident surveys, questionnaires, technical forums

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Interested parties	residents, statutory bodies, other Council departments, user groups, adjacent Local Government areas, special interest groups, state and federal government
Policies	regionalisation of government activities, state road authorities, transportation and development, social planning, interaction of regional and state planning, agricultural decisions, growth corridors, tourism, ports and harbours, zoo, emergency services
Review	community consultation, changes in federal, state and/or Council policy, other authorities, technological change/developments

EVIDENCE GUIDE

Critical aspects of evidence	high level communication with the community and other groups research of past and present Council, state and federal policies local knowledge of traffic flow, community expectations, road hierarchy policy coordination and negotiation with other Local Government areas
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	generation rates parking standards Council infrastructure Council structure and services equipment available community and business expectations local culture and profile planning and development principles
Underpinning skills	policy interpretation qualitative and quantitative research method written and verbal reporting application of legislation application of planning standards forecasting community trends estimating resources and cost controls procurement processes negotiation and consultation across a variety of stakeholders computation

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Resource implications	access to real or simulated consultation processes such as questionnaires, public forums; access to Council, state and federal policies; access to local information relating to road hierarchies, transport flows and community concerns
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	collect and analyse data from public comments, surveys, historical information
Communicate ideas and information	**3**	undertake consultations, present policies to Council
Plan and organise activities	**3**	establish aims, develop and evaluate a policy
Work with others and in teams	**3**	determine the work team
Use mathematical ideas and techniques	**1**	analyse statistics
Solve problems	**0**	
Use technology	**1**	use computer systems

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UNIT LGAEHRW605A	DEVELOP COUNCIL'S WASTE MANAGEMENT STRATEGY
UNIT DESCRIPTOR	This unit covers the development of a waste management strategy for the minimisation, treatment and disposal of waste
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Determine the scope, aims and objectives of the waste management strategy	1 Physical boundaries of the strategy are defined in accordance with legislative requirements, local policy responsibilities and established regional plans 2 Required outcomes are clearly and precisely identified by aims and objectives and all relevant waste management issues are addressed 3 A consultative strategy development process is defined that involves all key stakeholders 4 A comprehensive review of policies, regulations and influences is undertaken to ensure that all relevant factors are considered in strategy development 5 All relevant constraints and limitations are identified to ensure that a realistic and achievable waste management strategy can be prepared
2 Define audit process	1 Audit processes and methods are defined consistent with the scope of the strategy 2 Audit process supports representative sampling of waste components
3 Determine future service requirements and constraints	1 All audit and needs documentation is collated so that a full assessment of current waste management can be undertaken 2 Future projections of waste management requirements are made based on an assessment of the current position and trends in accordance with local and statutory strategy plans

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		3	Constraints are determined in consideration of all known factors
		4	Achievable and realistic service provision targets for constituent waste are set
		5	Appropriate objectives and levels of performance for waste minimisation are determined in consultation with the community and relevant authorities
4	Determine, evaluate and prioritise options for waste minimisation, treatment and disposal to service current and future requirements	1	Current industry best practice is identified through a comprehensive review of recognised sources
		2	Achievable options to meet identified strategy targets are specified in accordance with Council policy
		3	Evaluation criteria are established to meet targets within local needs and constraints
		4	Options are evaluated through an assessment against criteria
		5	Options are prioritised so that major needs can be met within a favourable cost benefit ratio
5	Prepare draft strategy for community comment	1	Clear documentation of options is prepared presenting all relevant information and rationale
		2	Recommendations are specified within timeframes for implementation
		3	Consultation is undertaken following processes and methods determined as suitable for the strategy development within local policy
6	Review, modify and adopt waste management strategy	1	Community input is collated and analysed in accordance with established methods
		2	Where community input is assessed and supports strategy objectives within available resources, appropriate modifications are made to the waste management strategy
		3	Complete waste management strategy documentation with clear recommendations is presented to Council for endorsement
		4	Further endorsements and approvals are sought to meet regional and statutory requirements as appropriate

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Scope boundaries	time, geography, facilities lifespan, cost parameters
Stakeholders	industry/business, rate payers, service users (residents, tourists), participating Local Government areas, statutory bodies
Major waste types	household waste, Council waste, commercial waste, industrial waste, liquid, chemical, medical, prescribed, green waste, food waste, putrescible waste, obnoxious (poisonous food, contaminated), hard waste, sludge, litter, recyclables
Minimisation	consider generation, treatment and disposal
Relevant authorities	environmental protection authorities, planning authorities, health departments, river and water supply authorities, waste authorities, regional waste boards
Relevant groups	contractors, recycling agents, tip operators, transfer stations, local industries, incineration operations

EVIDENCE GUIDE

Critical aspects of evidence	strategy and audit process defined within all legislative/statutory and local requirements comprehensive community consultation throughout process realistic service provision targets set options prioritised
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LGAEHRW601A - Audit current waste management practices and processes and define community needs LGAEHRW603A - Implement waste management strategy
Underpinning knowledge	relevant environmental protection and other relevant authority requirements regional waste plans and industry waste reduction plans extensive technical knowledge of landfill methods, recycling methods, transfer methods, life expectancies of fill sites comprehensive knowledge of relevant acts and regulations and guidelines

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Underpinning skills	consulting stakeholders and community reviewing policies defining strategies collating and analysing documentation establishing criteria documenting options presenting information verbally and in writing
Resource implications	access to workplace or simulated case study that encompasses the following resources:-information relating to legislative requirements, regional waste plans, Council responsibilities; real or simulated consultation processes; provision of technical information/advice on waste reduction methods
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	review policies, identify constraints
Communicate ideas and information	**3**	document and present results
Plan and organise activities	**3**	plan and organise stakeholder consultation
Use mathematical ideas and techniques	**2**	analyse waste samples
Solve problems	**3**	accommodate differing stakeholder needs
Use technology	1	maintain standard data base and use word processor

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UNIT LGAPLEM606A	DEVELOP ECOLOGICALLY SUSTAINABLE LAND MANAGEMENT SYSTEMS
UNIT DESCRIPTOR	This unit covers the development, implementation and monitoring of ecologically sustainable land management systems
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Identify current land condition, uses and practices	1	Existing data is collated and reviewed to identify current land uses, condition and practices
		2	Need for additional information is assessed as required
2	Undertake a land capability study	1	Information needs required to assess land capability are determined
		2	Suitable methods to collate information on land capability are established
		3	Information on land capability is collected from primary and secondary sources using objective and best practice techniques
		4	Data to identify major characteristics of land capability is analysed, collated and tabulated
		5	A clearly written and illustrated report is prepared on land capability with clearly documented conclusions supported by available evidence
3	Develop optional land management strategies	1	Information on land capability, condition and uses is assessed to identify evidence of inappropriate practices
		2	Local and regional/national significance factors are considered in the review of land capability
		3	Preferred land use options are established
		4	Areas of degradation requiring urgent attention are classified
		5	Appropriate land uses are clearly established based on an assessment of land capability, planning zone modifications and existing conditions

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4	Develop action plans for identified land management strategies	1	Action plans to implement strategies are prepared setting priorities, timelines and relevant responsibilities
		2	Draft strategy documentation is prepared clearly presenting all data and recommendations
		3	Draft strategy is released for public comment providing adequate time for considered input
		4	Final strategy and action plan is prepared incorporating public and expert input to assist in achieving strategy objectives
5	Implement strategies to achieve ecologically sustainable land management	1	Educational packages are developed to inform land owners of preferred strategies for land use
		2	An appropriate protocol for Council staff is prepared
		3	Co-operative and consultative arrangements are established with other land management authorities, landowners and adjacent Council
		4	Action plans based on endorsed strategies are implemented in accordance with agreed timelines and budget
6	Monitor and review the effectiveness of land management strategies	1	Regular data is collected and analysed to provide accurate measures on performance
		2	Comparisons are made with strategy objectives to assess effectiveness
		3	Changes to strategy are made as required to ensure outcomes are achieved
		4	Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Ecologically sustainable may include a combination of	development, waste minimisation, water, power, forest, timeframe, community contribution, community return, mineral, timber, economic/controlling body viability
Strategies	formalised land use incentive programs

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EVIDENCE GUIDE

Critical aspects of evidence	collection and analysis of information on land capability and sustainable practices a written and appropriately illustrated report on land capability and sustainability challenges and opportunities action plans with priorities' timelines and responsibilities are produced educational materials are developed and disseminated monitoring and review processes and reports are put in place relationship to Native Title
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	agricultural/forestry practices land capabilities land management practices Council structure and services Council planning relevant organisations relevant legislation including Native Title
Underpinning skills	data collection analytical presentation policy planning program planning monitoring consultation with diverse community, relevant authorities budgeting/budget cycle
Resource implications	access to workplace or simulated case study that includes access to an appropriate land area; access to real or simulated consultation processes; data systems ; access to Council staff; provision of relevant technical information;
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect data on resources, relevant policies and legislation
Communicate ideas and information	**2**	present information on issues raised for current land use by identified sustainable land use
Plan and organise activities	**2**	plan and organise a briefing for appropriate Council staff on ecologically sustainable land use strategies
Work with others and in teams	**2**	work with Council staff to identify the impact of identified issues on Council policies
Use mathematical ideas and techniques	**1**	monitor budgets
Solve problems	**2**	renegotiate timelines appropriately
Use technology	**1**	maintain data base of contacts, financial spreadsheet, access internet

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UNIT LGAGOVA607A	DEVELOP, IMPLEMENT AND MONITOR A PROGRAMMED MAINTENANCE SYSTEM OF COUNCIL'S ASSETS
UNIT DESCRIPTOR	This unit covers the ongoing development and implementation of systems and procedures to ensure effective maintenance of Council's assets
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Define/review level of service targets	1	Detailed service targets are set within defined service parameters
		2	Service targets are monitored and reviewed to ensure relevance and cost effectiveness, and are included in business strategies
2	Optimise maintenance management	1	Objectives of maintenance are clearly defined and are based on strategic objectives of asset
		2	Appropriate maintenance mechanisms to achieve target levels of service are determined for each category of asset
		3	Preventative maintenance tasks are forecast, scheduled and matched to resources to ensure work is done on time and on cost
		4	Optimal cost balance between preventative and corrective maintenance activities is determined
		5	A priority system for preventative and corrective maintenance is developed based on criticality analysis
		6	Maintenance practices are regularly reviewed to ensure efficiency, reliability and comparative cost effectiveness
3	Monitor condition of assets	1	Condition monitoring schedules are developed and implemented for each asset class
		2	Standards based assessment systems are developed to ensure assessment of condition is based on appropriate measurements and standards
		3	Ranking systems suitable to the assets and the organisation are developed to enable effective ranking of condition problems
4	Monitor performance of assets	1	Performance monitoring programs are developed and implemented to ensure assets are utilised efficiently and effectively to meet

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			service targets and regulatory and legislative requirements
		2	Systems are implemented which encourage field personnel to report on condition of assets
		3	Information from customers and personnel is used to update information on assets
		4	Performance information is fed back into the acquisition function
		5	Data is analysed to fine tune maintenance programs and conduct micro assessments on individual critical assets
5	Develop and maintain operations manuals	1	Operation manuals are developed and structured to promote easy updating
		2	Manuals are updated and modified as required to match the current facility operations
		3	Personnel are encouraged to continually review and update the manuals and to expand all sections that may benefit future staff and future operations
6	Develop and maintain records systems	1	Instructions are developed which clearly identify record keeping requirements and procedures
		2	Plan register is developed in which all plans are numbered, referenced and cross-indexed to operations manuals
		3	Master set of plans is clearly identified and updated on a regular basis according to record keeping policy
		4	Records are isolated, secured and protected according to Council policy and procedures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Operations and maintenance functions	relate primarily to the day to day running and upkeep of short-lived dynamic assets (mobile and fixed plant) but also have applicability to passive assets
Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plants and equipment
Appropriate strategies	customer surveys, needs analysis

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Service targets	failure rates / availability of service, reliability performance, capacity and quality of service, safety/risk/security
Costs of failing to meet targets	litigation and associated costs, loss of revenue, cost of repairs, loss of public image, degradation of customer confidence
Maintenance mechanism	on breakdown, established schedule, on a needs basis
Maintenance practices	in-house, contract
Structure of manuals	format, inclusion of graphics, line diagrams, isometric diagrams, photographs, videos, use of current word processing facilities, use of operations manual software
Predicted performance	from commissioning tests
Condition monitoring schedules	periodic inspection of all assets in class, periodic inspection of a sample of assets in the class, no periodic inspection, visual condition monitoring
Ranking systems	condition rating, multifaceted systems, pavement management systems, gravity pipeline conduits rating systems, condition decay curves (Iowa curves)
Condition assessment	effective life, location in life cycle, when constructed/ rehabilitated/ replaced, actual or estimated residual life, previous inspection date and process, prediction of deterioration/failure, effect of planned maintenance, possibility/cost/ impact on level of service of rehabilitation, commercial or technical obsolescence
Performance monitoring	reliability, demands/capacity, user needs, current utilisation compared to total capacity, achievement of levels of service, risk and consequence of failure
Regulatory and legislative requirements	occupational health and safety regulations, public safety requirements, environmental requirements

EVIDENCE GUIDE

Critical aspects of evidence	target levels of service met preventative and corrective maintenance strategies in place condition and performance monitoring systems in place operations manuals developed records system maintained
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	customer survey tools and techniques financial, political, social and technical impacts of service levels maintenance mechanisms role of assets in achieving strategic objectives criticality analysis techniques asset maintenance recording systems impacts of premature asset failure condition assessment techniques and ranking systems record keeping instructional design techniques
Underpinning skills	documenting information scheduling forecasting decision-making analysing current practices
Resource implications	access to workplace or simulated case studies of Council assets to identify maintenance requirements; access to relevant legislation; access to real or simulated records systems
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	analyse data to fine tune maintenance
Communicate ideas and information	**3**	develop operations manuals
Plan and organise activities	**3**	develop priority system for maintenance
Work with others and in teams	**2**	encourage personnel to provide feedback
Use mathematical ideas and techniques	**3**	schedule preventative maintenance tasks and match to resources
Solve problems	**2**	determine optimal cost balance
Use technology	**3**	determine maintenance schedules for plant

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UNIT LGACORE601A	DEVELOP, IMPLEMENT AND REVIEW OPERATIONAL PLANS
UNIT DESCRIPTOR	This unit covers establishment, implementation and monitoring of organisational/divisional operational plans
FIELD	Core Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Facilitate the development of operational plans	1	Key strategies are established and incorporated
		2	Legal and community expectations pertaining to the plans are investigated and clarified
		3	Research on the trends impacting on the functional area is undertaken
		4	The resources available for each program are identified and taken into consideration when formulating operational plans
		5	Competitive tendering options are evaluated in accordance with relevant legislation and Council requirements
2	Link operational plans to Council's strategic/management plan	1	Objectives for programs and sub-programs are developed
		2	Appropriate implementation procedures and performance indicators are established to assist planning and monitoring
		3	Operational plans are presented for adoption in accordance with Council requirements
3	Coordinate and monitor the implementation of operational plans	1	Reporting mechanisms are developed to incorporate budget performance and quality assurance outcomes
		2	Plans and programs are prioritised and implemented according to Council's strategy, availability of funding and levels of resources required
		3	Strategies to communicate operational plans and programs to staff and community are established via the appropriate media
4	Review and evaluate operational plans	1	Operational plans are reviewed and remedial action taken as required

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Competitive tendering	competitive tendering (both compulsory and non-compulsory) and Council policies on outsourcing versus use of its own internal resources will also impact on the operational planning process
Key strategies	linking operational plans to strategic/management plans, Council's goals, objectives and priorities, operational efficiency and effectiveness

EVIDENCE GUIDE

Critical aspects of evidence	links between strategic and operational plans and budget effective use of resources is maximised within organisational and legislative constraints
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council's political, social, economic and environmental context Council's strategic/business plan(s), goals, and objectives relevant sections of Local Government Act Council's resource base (i.e. available and potential financial, physical and human resources) competitive tendering, national competition policy and outsourcing
Underpinning skills	operationalising strategic/business plans verbal communication, presentation, negotiation, consultation and liaison utilising/working with the media written communication including reports and media releases team building operational planning techniques including establishing performance measures/criteria cost/benefit analysis
Resource implications	access to workplace or simulated case study that provides resources including examples of Council strategic/business plans, operational plans, policies, program budget information (real or simulated)

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Consistency in performance	consistent evidence across a range of activities involved in annual operational planning cycle
Context of assessment	may be undertaken on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	research trends impacting on functional area
Communicate ideas and information	**3**	communicate plans to staff and media
Plan and organise activities	**3**	develop operational plan
Work with others and in teams	**3**	facilitate input from stakeholders
Use mathematical ideas and techniques	**2**	analyse cost benefit of operational activities
Solve problems	**3**	prioritise plans and programs
Use technology	**1**	use computers

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UNIT LGACOM603A	DEVELOP, IMPLEMENT AND REVIEW POLICIES AND PROCEDURES
UNIT DESCRIPTOR	This unit covers establishing the need for, consulting on, developing, implementing and reviewing policies and procedures for Council
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Establish the need for a policy/ procedure	1	The need for the policy/procedure is assessed for its contribution to effective and efficient practice in the work area
		2	Existing policies are reviewed to maintain relevance and effectiveness
		3	The objectives for establishing the policy/procedure are identified
2	Consult on the development of the policy/procedure	1	Terms of reference and guidelines are prepared and provided to key stakeholders
		2	Employees directly effected by the process are kept fully informed
3	Facilitate the preparation of a draft policy/procedure	1	Draft is prepared in accordance with Council procedures
		2	Draft policy/procedure is consistent with organisational objectives and takes account of resource availability and specifies timeframes for implementation
		3	All relevant legislation is complied with
		4	The draft policy/procedure incorporates outcomes of the consultative process where appropriate
		5	The draft policy/procedure is presented to Council/management for endorsement
4	Ensure implementation of policy/procedure	1	New policy/procedure is integrated into existing policies/ procedures/ manuals/ information
		2	Employees are informed of new policy/procedure and of their responsibilities
		3	Education and training is given to employees where necessary to ensure correct implementation of policy/procedure
5	Review policy/procedure	1	Policy/procedure is evaluated against establishment objectives and workplace impact

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2 Timeframes for evaluation process are determined

3 Feedback from employees on implementation issues and outcomes is sought and evaluated

4 Identified problems are resolved

5 Where appropriate, modifications to policy/procedure are recommended and undertaken

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Policies and procedures	equal employment opportunity, occupational health and safety, grievance, performance assessment, training, recruitment
Employees may be informed	on a one to one basis, by group training, by distribution of hard copies of guidelines or via email messages

EVIDENCE GUIDE

Critical aspects of evidence	new policies/procedures and/or changes to existing policies/procedures support corporate direction and strategy
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant legislation relevant Council policies and procedures Council operations
Underpinning skills	communication, consultation, negotiation, presentation and report writing evaluation, review, problem solving and contingency management
Resource implications	access to workplace or simulated case study that provide the following resources:- relevant legislation, examples of policies/procedures of Councils; access to real or simulated consultation process; access to real or simulated training of employees
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	may be undertaken on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	terms of reference and guidelines are prepared
Communicate ideas and information	**2**	draft policy/procedure is presented to Council/management for endorsement
Plan and organise activities	**2**	education and training is implemented to ensure correct implementation
Work with others and in teams	**3**	feedback from employees on implementation issues and outcomes is sought and evaluated
Use mathematical ideas and techniques	**0**	
Solve problems	**3**	identified problems are resolved
Use technology	**1**	email may be used

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UNIT LGAPLEM607A	DEVELOP, MONITOR AND MAINTAIN GEOGRAPHIC INFORMATION SYSTEMS
UNIT DESCRIPTOR	This unit relates to the management of application architecture
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Develop applications	1	Council needs and constraints in relation to GIS are identified
		2	Feasibility of new application is determined in consultation with relevant personnel
		3	Input is provided into the evaluation of options and tender applications
		4	Pilot applications are tested and production systems implemented in consultation with relevant personnel
		5	Contribution is made to customising applications to meet the needs of Council personnel
2	Monitor effectiveness of applications	1	Applications are monitored and evaluated against Council and user requirements
		2	Applications are modified as appropriate to meet Council and user requirements
3	Customise processes to improve the efficiency of GIS environments	1	Appropriate macros and scripts are designed to customise software applications to meet Council needs
		2	Customisations are automated where appropriate to level of usage
		3	Graphical user interfaces are created and customised to meet requirements of Council users
4	Manage and store spatial data sets	1	New source data is updated and inserted into a digital base using appropriate hardware/software
		2	Appropriate links are created between spatial and textual data bases
		3	Spatial and attribute data is interrogated

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will vary according to the level of development of Council's geographic information systems and Council policies regarding usage of geographic information systems in corporate management

Hardware	servers, workstations, local and wide area networks, printers, plotters, digitisers, scanners and multimedia technology, CD writers

EVIDENCE GUIDE

Critical aspects of evidence	methodology of monitoring demonstrated evidence of improvements automation of customisation
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	hardware including servers, workstations, local and wide area networks, printers, plotters, digitisers, scanners, multimedia technology use of operating systems common to the spatial information systems sector including UNIX and DOS use of macros scripting techniques principles of data base theory application development system analysis and design in relation to GIS relationship between user needs and the application development cycle
Underpinning skills	application architecture analysing options researching and accessing information attention to detail negotiating with customers
Resource implications	access to a range of relevant computer hardware and software and GIS data
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	identify Council needs and constraints
Communicate ideas and information	**2**	provide input into evaluation of options
Plan and organise activities	**3**	determine feasibility, implement and monitor new applications
Work with others and in teams	**2**	consult with relevant personnel
Use mathematical ideas and techniques	**3**	evaluate applications
Solve problems	**3**	modify applications
Use technology	**3**	design and create processes to improve the efficiency of GIS

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UNIT LGAEHRH606A	DEVELOP PROGRAMS TO MINIMISE THE SPREAD OF INFECTIOUS DISEASES
UNIT DESCRIPTOR	This unit covers the monitoring of premises and practical intervention to reduce the spread of infectious diseases
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Develop and implement practical strategies to reduce transmission of infectious disease	1	Sources and methods of the transmission of infectious diseases are identified to enable development of reduction target strategies
		2	Practical intervention strategies are undertaken to reduce the incidence of transmission of infectious diseases
		3	Education and training programs are prepared to reduce the incidence of the transmission of infectious diseases
		4	Strategies are monitored to measure the effectiveness in reducing the incidence of transmission of infectious diseases and modified as required
2	Develop education and training programs to reduce transmission of infectious diseases	1	Investigations are identified from assessments and reports and prioritised according to risk factors
		2	An appropriate form of investigation is determined based on an assessment of the nature of the communicable disease
		3	Investigation is carried out efficiently within priorities, legislative and Council requirements
		4	Data and information are collected within applicable procedures to enable a clear determination of the problem
		5	Action is determined and undertaken to minimise the impact of the problem and the likelihood of recurrence
		6	Reports on the investigation are prepared in the required format and outcomes are referred to relevant authorities
		7	A report is prepared and submitted to Council for information or direction

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Relevant legislation and codes of practice may include	federal, state/ territory and Local Government legislation including relevant health acts, departmental codes of practice, regulations under acts of parliament, Australian standards
Council requirements may include	Council policies, procedures and guidelines, strategic, business and management plans, and local ordinances, laws and by-laws
Health education providers may include	schools, preschool centres, child health centres, special community groups, government agencies, industry groups, tertiary institutions
Target groups may include	operators, clients and affected parties
Risk factors may include	occurrence, reservoir, mode of transmission, period of communicability, susceptibility and resistance, patient factors
Methods of control may include	preventative, control of patients, contacts, immediate environment
Pest/vector control may include	data collected by sampling of faecal blood, vectors,
Hygiene practices and procedures may include	personal, structural, client

EVIDENCE GUIDE

Critical aspects of evidence	spread of infectious diseases is minimised
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	infectious/communicable diseases transmission of diseases control of infectious diseases education/training programs
Underpinning skills	intervention strategies program/strategy development coordination information presentation to public education strategy evaluation report writing

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Resource implications	access to workplace or simulated case study that provides the following resources:-sources of data/reports on transmissible/infectious diseases; access to relevant legislation and documentation on Council requirements/policies/procedures; access to real or simulated client groups
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context for assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	gather and collate quantitative and qualitative information
Communicate ideas and information	**2**	present public education programs
Plan and organise activities	**1**	plan and organise a meeting
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	measure and take readings of relevant materials and at appropriate sites
Solve problems	**2**	determine investigation strategy
Use technology	**1**	use measuring and testing equipment

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UNIT LGAEHRR504A	DEVELOP PUBLIC EDUCATION PROGRAMS TO IMPROVE COMMUNITY COMPLIANCE WITH ENVIRONMENTAL HEALTH REGULATION
UNIT DESCRIPTOR	This unit covers the development of educational programs to improve compliance and minimise legal actions
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Identify target groups in the community	1 Target groups required to comply with legislation and by-laws are identified 2 Characteristics of the target groups are identified 3 Relevant legislation for each group is identified
2 Identify education strategies for improved compliance	1 Relevant information to assist target groups with compliance is identified 2 Links with target groups are established to identify needs 3 Data on the effectiveness of various methods is gathered and analysed for effectiveness in the context of target group needs 4 Criteria and specialist knowledge and skills are applied to determine the most suitable methods
3 Develop programs to encourage compliance	1 Resources are identified within budget cycle 2 Consultation on the draft program is carried out with stakeholders 3 Feedback relating to targets, relevant policy, community expectations and legislation and resources is evaluated and incorporated, where appropriate, into program plan 4 Actions are prioritised to achieve most effective and efficient results 5 Plan is presented to management/Council for endorsement 6 Plan is distributed to relevant personnel for implementation
4 Monitor and review the effectiveness of programs	1 Regular data is collected and analysed to provide accurate measures of performance 2 Comparisons are made with strategy objectives to assess effectiveness

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3 Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved

4 Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Target groups	restaurants, general public for immunisation, littering, waste disposal
Types of constraints	budgets, resources, timelines, expertise, available data
Stakeholders	Council, community, government, government agencies, interest groups, industry, business, community experts
Responsible parties	existing staff, project staff, consultants, government agencies, voluntary regional organisations of Councils, community experts, volunteers
Education strategies	use of: existing programs from other organisations/communities, experts or consultants with relevant skills, action learning strategies, workshops, advertising, signage, printed materials (including state of the environment reports), environmental protection authority publications etc, the mass media, public education
Data	surveys, questionnaires, references, target group input, existing reports and programs, state of the environment reports, Council management/corporate plans
Criteria to prioritise issues and identify targets	scientific data, seriousness of impact of non compliance, likelihood of action making a difference, cost effectiveness, community expectations, legislation, timeframes, budget constraints
Resources	funding from outside sources, use of community resources, resources from other organisations including Councils in the region

EVIDENCE GUIDE

Critical aspects of evidence	identification of target groups identification of education methods for compliance

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	consultation on proposed program finalised program
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant legislation public education methods Council policy and procedures for compliance community networks Council structure and services compliance
Underpinning skills	presentation to a diverse community plan and review programs consultation with public/target groups qualitative and quantitative research program design plan and organise activities problem solving communicate with public and adapt communication to accommodate language and cultural differences
Resource implications	access to workplace or simulated case study that encompasses the following resources: access to target groups, Council staff; access to real or simulated data sets; access to relevant legislation and examples of Council policies and procedures for compliance; access to environmental reports
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect and assess appropriate education strategies in local context
Communicate ideas and information	**2**	provide consultation and feedback to stakeholders
Plan and organise activities	**1**	organise stakeholders meetings
Work with others and in teams	**2**	liaise with relevant Council personnel on resource implications of proposed programs
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	identify appropriate public education programs/strategies
Use technology	**1**	use word processor for preparing reports

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UNIT LGAPLEM504A	DEVELOP STRATEGIES AND APPROACHES TO MINIMISE ENVIRONMENTAL POLLUTION
UNIT DESCRIPTOR	This unit covers assessing environmental pollution and developing and monitoring strategies to reduce pollution
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Monitor/gather data to determine the existence, location, severity and nature of pollution	1	Existing data is identified and collated in a comprehensive manner
		2	Additional data is obtained to ensure comprehensive data is available for analysis
2	Identify and assess the effectiveness of options for reducing pollution from relevant sources	1	Consultation with the community and relevant authorities is undertaken to develop appropriate options and levels of performance
		2	Practical and appropriate strategies to minimise pollution are identified and assessed for effectiveness
		3	Trialling and sampling techniques are implemented in a controlled manner and results are assessed against projected performance levels
		4	Strategies are prioritised for implementation based on local, regional and other relevant authority criteria
3	Develop program to reduce pollution	1	Prioritised methods are identified based on identified strategies
		2	Resources are identified within budget cycle
		3	Effectiveness criteria are identified based on program targets, community expectations and resource constraints
		4	Consultation on the draft program is carried out with stakeholders
		5	Feedback is evaluated, conflicting feedback identified and incorporated into program plan as appropriate to targets, relevant policy, community expectations and legislation and resources
4	Implement program for environmental pollution minimisation	1	Actions are prioritised to achieve most effective and efficient results

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		2	Resources are allocated to match priorities
		3	Responsible parties are identified who have the capacity and compatibility to carry out actions
		4	Timelines and schedules are established which enable strategy targets to be met within required timeframe
5	Monitor and review the effectiveness of the program	1	Regular data is collected and analysed to provide accurate measures of performance
		2	Comparisons are made with strategy objectives to assess effectiveness
		3	Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved
		4	Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Strategy assessment	cost, proven effectiveness, program targets, community expectations
Types of constraints	budgets, resources, timelines, knowledge, available data
Stakeholders	Council, community, government, government agencies, interest groups, industry, business, community experts
Responsible parties	existing staff, project staff, consultants, government agencies, voluntary regional organisations of Councils, community experts, volunteers
Data	surveys, questionnaires, references, stakeholder input, existing reports and programs, state of the environment reports, Council management/corporate plans
Criteria to prioritise issues and identify targets	scientific data, seriousness of issue, likelihood of action making a difference, cost effectiveness, community expectations, legislation, timeframes, budgets constraints
Resources	funding from outside sources, use of community resources, resources from other organisations including Councils in the region

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EVIDENCE GUIDE

Critical aspects of evidence	comprehensive data is collected and analysed requirements of relevant policies and legislation are addressed trialling and sampling techniques are identified and implemented monitoring and review reports are timely, accurate and conducted in an objective manner community information is disseminated stakeholder input is sought
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	environmental issues impacts of pollution on the environment state of the environment reports relevant legislation resources available resource usage minimisation community needs and expectations regulations/standards/policies training requirements community information
Underpinning skills	gather data analytical budgeting program planning, implementation and review evaluation processes presentation consultation with stakeholders, diverse community
Resource implications	access to real or simulated data on pollution for analysis; access to appropriate facilities for trialling and sampling; access to real or simulated process for conducting community consultations; access to real or simulated budget; access to relevant technical reports
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect data on pollution, relevant policies and legislation
Communicate ideas and information	**2**	present information on analysed data with recommendations to inform relevant Council staff
Plan and organise activities	**2**	plan and organise the gathering and analysis of pollution data at various sites
Work with others and in teams	**2**	work with Council staff to identify the impact of various strategies on work organisation
Use mathematical ideas and techniques	**1**	monitor budget
Solve problems	**2**	renegotiate timelines appropriately
Use technology	**1**	use personal computer and internet

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UNIT LGAEHRW505A	DEVELOP STRATEGIES TO MINIMISE THE IMPACTS OF WASTE ON THE ENVIRONMENT
UNIT DESCRIPTOR	This unit covers identifying, implementing and monitoring strategies to reduce the impacts of waste on the environment
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Determine the effectiveness of current practices' environmental impact	1	Existing waste management practices are assessed against legislation, industry standards, Council and community requirements and expectations
		2	A cost benefit analysis is undertaken on existing waste management practices
		3	The effects of existing waste practices on the environment are regularly monitored
		4	The waste impact cycle is established for each component of the waste stream in the Council area
		5	Resource usage in the waste impact cycle is measured accurately
2	Identify and monitor waste reduction targets	1	Targets for reducing impact of waste are specified in accordance with community standards and relevant authority requirements
		2	Performance is measured accurately, regularly and in a cost effective manner
		3	Statistically valid comparisons are made between targets and performance to accurately establish if targets have been met
3	Develop a waste impact reduction plan	1	Consultation with the community and relevant authorities and organisations is undertaken to identify appropriate targets and strategies to reduce waste impact
		2	Criteria to prioritise strategies is identified
		3	The effectiveness of strategies is assessed through a comparison with similar methods in practice elsewhere
		4	Strategies are assessed for cost effectiveness in minimising waste impact on the environment
		5	Strategies are prioritised within available resources in accordance with criteria, Council protocol and relevant legislation

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		6	Appropriate trial and sampling techniques are identified
4	Determine strategies to reduce waste impact	1	Actions are prioritised to provide the most effective resolution of issues within available resources
		2	Resources are allocated to match action priorities
		3	Processes are monitored to ensure the strategy is achieving objectives and modified as required
		4	Responsible parties are identified who have the capacity and compatibility to carry out strategy actions
		5	Timelines, schedules and targets are established which enable strategy objectives to be met
5	Monitor and review effectiveness of strategies to reduce waste	1	Data is collected and analysed on a regular basis to provide accurate measures of performance
		2	Comparisons are made with strategy objectives to assess effectiveness
		3	Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved
		4	Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Detrimental impacts	health related, amenity (smell, visual, tactile), flow on physical impacts on flora and fauna, toxicity, breakdown cycle
The waste stream	domestic garbage, industrial, commercial, Council, litter, construction and demolition
Waste types	paper, plastics, metals, household garbage, green waste, chemical, glass, construction waste, hard liquid
Data	waste types, waste quantity, costs of disposal, legislation, impact details, sources, experimental controls
Authorities	environment protection authorities, waste management authorities, recycling and resource recovery bodies, regional waste boards

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Strategies	education, promotion, reduce, re-use and recycle, policy, collection times/types, mulching, worms
Cost benefit	financial, health, amenity, flora and fauna, social, fee for service

EVIDENCE GUIDE

Critical aspects of evidence	data on the waste stream is collected and analysed Council policies, protocols, and relevant legislation are identified and utilised to identify targets appropriate consultation is undertaken to identify strategies strategy implementation is coordinated, monitored and evaluated appropriate reports and public information materials are prepared and distributed
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	waste management practices waste impacts on environment waste reduction practices regulations/standards/policies/legislation community needs and expectations training requirements/networks relevant organisations
Underpinning skills	research (technical and community) analytical monitoring processes consultation program planning, implementation and review budgeting
Resource implications	access to workplace or simulated case study that incorporates the following resources: relevant data on different waste streams; access to real or simulated consultation process; access to relevant legislation/regulation/standards and policies
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect data on waste stream, relevant policies and legislation
Communicate ideas and information	**2**	present information on analysed data with recommendations to inform relevant Council staff
Plan and organise activities	**2**	plan and organise a community information session on waste reduction strategies
Work with others and in teams	**2**	work with Council staff to identify the impact of various strategies on work organisation
Use mathematical ideas and techniques	**1**	monitor budget
Solve problems	**2**	renegotiate timelines appropriately
Use technology	**1**	maintain data base of contacts, financial spreadsheet, access internet

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UNIT LGACOM502A	DEVISE AND CONDUCT COMMUNITY CONSULTATIONS
UNIT DESCRIPTOR	This unit covers devising and conducting community consultations and reporting on results
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Devise consultation strategies	1	A range of consultative strategies is identified and assessed for suitability
		2	Interested and affected parties are identified
		3	Resources required to conduct consultation are assessed
		4	Consultation strategies are chosen which enable and encourage relevant groups/people to be involved
		5	Legislative and Council requirements are reviewed to ensure strategies meet all criteria
2	Conduct consultations	1	Information is prepared which is clear, accurate and appropriate to the needs of the parties
		2	All people involved in conducting the consultations are briefed on the process of consultation and the parties involved
		3	Information is provided to affected parties at an appropriate time and place
		4	Access and equity requirements are implemented in the consultations
		5	Measures to expedite community consultation are taken to ensure consultation occurs within an identified timeframe
		6	Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed
3	Record, analyse and report on results	1	Responses are grouped and collated into similar categories to facilitate analysis
		2	The validity of responses is checked against design criteria
		3	Public consultation responses and processes are formatted to enable informed decision making to proceed
		4	Appropriate suggestions for improvement are incorporated within design parameters

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5 Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised

6 Other issues raised during consultation are directed to relevant department/person to respond to community concern

7 An accurate report on community consultation is prepared with recommendations to enable informed decision making to occur

8 The overall effectiveness of the consultation process is reviewed and evaluated and action taken where necessary

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will also vary according to the nature of the community, sole worker/large team, rural/metropolitan area

Access and equity	subject matter, manner in which consultations are conducted, physical accessibility, community profile
Enabling and encouraging relevant groups to be involved	physical accessibility, diverse language needs, culture (Aboriginal /youth/non-English speaking background), physical environment, number of people
Information	written records, oral, anecdotes, reports, instructions, directions from supervisor/management, interviews, formal and informal, team meetings
Interested parties	community groups, other authorities, individuals, emergency authorities (police, fire, ambulance), private sector business interests, special interest groups, experts
Resources	human, financial, locations
Consultation strategies	public meetings, phone-ins, questionnaires, informal gatherings, door knocks, Council meetings
Legislation	Local Government, anti-discrimination, planning
Presentation of information	graphics, models, computer animations, video displays, overheads, handouts, display plans, interpreter service

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EVIDENCE GUIDE

Critical aspects of evidence	community consultation is conducted to ensure Council's image/reputation is maintained or enhanced. Community consultation produces valid and useful information
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant Council policies and procedures relevant legislation including planning, anti-discrimination relevant sections of Local Government Act access and equity issues strategies for consultation code of conduct, ethics
Underpinning skills	consultation, presentation, negotiation and report writing research, planning information gathering and analysis
Resource implications	access to a range of real or simulated consultation processes including public/community meetings, forums, surveys, door knocks; access to appropriate communications equipment and aids such as overhead projector, computer based presentations
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	assess and choose consultation strategies
Communicate ideas and information	**3**	identify strategies for consultation, consult and analyse the collected information
Plan and organise activities	**2**	conduct consultations
Work with others and in teams	**1**	brief people involved in the consultation
Use mathematical ideas and techniques	**2**	conduct data analysis of consultation results
Solve problems	**2**	provide access for special needs
Use technology	**1**	use video, overhead projector in presenting information

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UNIT LGAGOVA608A	ESTABLISH AN ANNUAL BUDGET THAT SUPPORTS COUNCIL'S MANAGEMENT AND OPERATIONAL PLANS
UNIT DESCRIPTOR	This unit covers establishing, monitoring and revising Council's financial plans and budget
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Develop Council's financial plans	1	The achievement of Council's goals and objectives are supported by financial plans which meet the requirements of the strategic/operational plans, ensure the effective operation of the Council and reflect Council's priorities and revenue policies
		2	Key financial performance indicators and cost elements are identified and quantified to eliminate or reduce wastage
		3	Cost benefit analyses are prepared for major cost items
2	Negotiate budgets with divisions/work groups	1	Budget items are prioritised with department heads in line with Council's strategic and operational plans
		2	Sub-group budgets are consolidated into a divisional budget in line with divisional priorities
		3	Budget is negotiated with Council based on cost benefit to the Council and Council requirements
3	Allocate, approve and show accountability for expenditure	1	Financial resources are allocated as agreed in the operational plan
		2	Expenditure management meets the financial accountability requirements of the Council
		3	Expenditure is kept within budget or any potential overruns identified and budget renegotiated accordingly
		4	Expenditure is authorised within financial authority limits established by the Council
4	Justify proposals for expenditure to Council	1	Estimates of costs and benefits are supported by valid, relevant information and include alternative courses of action

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		2	The net benefits over time likely to be achieved from the expenditure are clearly indicated in the recommendations and future variation in levels of activity is taken into account
		3	Presentation is clear, concise and in an appropriate format
		4	Where challenges to the proposal are made, further explanation is given to promote acceptance
5	Monitor and revise priorities for financial resource allocation	1	Financial allocation is continually monitored against Council's objectives and priorities ensuring optimum service delivery
		2	Reallocation of resources is undertaken in a consultative manner, giving details of the rationale for reallocation
		3	Unspent resources are consolidated across Council's activities for reallocation if and as required
		4	Currently accepted and proven financial management principles are applied at all levels of financial transactions
6	Seek out alternative or additional financial opportunities	1	Effective and comprehensive methods for discovering alternative or additional sources of funding are employed
		2	Further sources of funding are identified and evaluated against current funding sources and selected where they better meet requirements of Council's plans, strategies and ventures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Financial planning	asset replacement, asset sales, operational expenditure, corporate plan objectives, cash flow, management and borrowing, entrepreneurial ventures, rating strategies

EVIDENCE GUIDE

Critical aspects of evidence	developing effective, workable budgets within organisational and financial constraints
	budget monitoring is ongoing and effective
	basing adjustments to financial plans/budget on accurate and defensible cost benefit information and designing them to improve financial performance/position of Council

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Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council's political, social, economic and environmental context Council's strategic/business plan(s), goals and objectives Council's financial policies, procedures and financial authority limits relevant Local Government financial reporting/accounting requirements Australian accounting standards financial management principles existing and potential sources of funding
Underpinning skills	budgeting, financial analysis and cost benefit analysis communication (written and verbal) presentation, negotiation and consultation problem solving
Resource implications	access to workplace or simulated case study that provides the following resources: relevant Council documents such as strategic/operational plans upon which budget will be based; access to relevant Local Government financial reporting/accounting requirements
Consistency in performance	consistent evidence across a range of activities involved in annual budgetary cycle
Context of assessment	may be undertaken on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	collect and analyse financial performance data
Communicate ideas and information	**3**	negotiate budgets with divisions/work groups
Plan and organise activities	**3**	plan activities to meet annual budgeting cycle
Work with others and in teams	**3**	encourage input from staff and justify budget to elected members
Use mathematical ideas and techniques	**3**	produce cost benefit analysis and budget calculations/checks
Solve problems	**3**	identify and utilise alternative funding sources
Use technology	**2**	use computers, spreadsheets, relevant financial systems

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UNIT LGACOM404A	ESTABLISH COOPERATIVE ARRANGEMENTS WITH OTHER ORGANISATIONS
UNIT DESCRIPTOR	The unit covers identification, development, implementation and monitoring of cooperative arrangements with other organisations
FIELD	Common Elective Units

ELEMENT	PERFORMANCE CRITERIA
1 Identify opportunities for cooperative arrangements	1 Opportunities for cooperative arrangements are identified through consultation with other organisations 2 Opportunities identified will provide at least an equivalent or an increased level of service to the community
2 Develop and implement cooperative policies/projects with other organisations	1 Cooperative policies are agreed upon by all participating organisations and disseminated to all involved staff 2 Project objectives and performance indicators are determined and plans drawn up to facilitate the smooth implementation and conduct of collaborative projects 3 Implementation methods are organised and agreed actions and work programs are allocated to relevant staff 4 Communications strategies are put in place to enable efficient, coherent implementation and conduct 5 Resources in participating organisations are identified and accessed in the most cost-effective manner 6 Communities are informed of the benefits and changes in service delivery due to the new collaborative arrangements
3 Monitor and evaluate the effectiveness of the collaborative venture	1 Project progress is evaluated with reference to planned timelines and performance criteria at pre-determined intervals to assess effectiveness for Council and its community 2 Project is reviewed and plan and resource allocations are revised when necessary

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Other organisations	other Councils (regional, state, national), regional organisations of Councils, state or commonwealth agencies, private/business enterprises, community groups

EVIDENCE GUIDE

Critical aspects of evidence	cooperative arrangements benefit the organisation, incorporate effective evaluation mechanisms and support corporate direction and strategies effective communication of cooperative arrangements and their benefit throughout the organisation
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant Council policies and procedures Council operations Council goals, objectives and strategies other organisations potentially interested in cooperative arrangements
Underpinning skills	negotiation with a range of personnel, other agencies research and evaluation including cost benefit analysis communication with public, Council personnel affected by implementation strategic/business planning
Resource implications	access to organisations with whom cooperative arrangements are to be developed or simulated case studies
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	identify resources in participating organisations
Communicate ideas and information	**2**	put communication strategies in place
Plan and organise activities	**2**	organise implementation methods
Work with others and in teams	**2**	identify cooperation policies which are agreed upon by all participating agencies
Use mathematical ideas and techniques	**2**	develop resource/business plan (e.g. cost benefit analysis)
Use technology	**1**	use telephone, email, word processor for communication

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UNIT LGAGOVA609A	ESTABLISH, MAINTAIN AND EVALUATE THE ORGANISATION'S OCCUPATIONAL HEALTH AND SAFETY SYSTEM
UNIT DESCRIPTOR	This unit covers establishment and evaluation procedures, participative arrangements, training and record keeping systems
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Establish and maintain the framework for the OHS system in the area of responsibility	1 OHS policies are developed which clearly express Council's commitment to OHS and how relevant OHS legislation will be implemented, consistent with overall organisational policies 2 OHS responsibilities and duties which will allow implementation and integration of an OHS system are clearly defined, allocated and included in job descriptions and duty statements for all relevant positions 3 Financial and human resources for the operation of the OHS system are identified, sought and/or provided in a timely and consistent manner 4 Information on the OHS system and procedures for the area of responsibility is provided and explained in a form which is readily accessible to employees
2 Establish and maintain participative arrangements for the management of OHS	1 Consultation processes are established and maintained with employees and their representatives in accordance with relevant legislation and consistent with Council's overall process for consultation 2 Issues raised though participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution 3 Information about the outcomes of participation and consultation is provided in a manner readily accessible to employees
3 Establish and maintain procedures for identifying hazards	1 Existing and potential hazards within the area of responsibility are identified and identification confirmed in accordance with legislation, codes of practice and trends identified from the OHS records system

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		2	A procedure for ongoing identification of hazards is developed and integrated within systems of work and procedures
		3	Activities are appropriately monitored to ensure that this procedure is adopted effectively throughout areas of managerial responsibility
		4	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
4	Establish and maintain procedures for assessing risks	1	Risks presented by identified hazards are correctly assessed in accordance with legislation and codes of practice
		2	A procedure for ongoing assessment of risks is developed and integrated within systems of work and procedures
		3	Activities are monitored to ensure that this procedure is adopted effectively throughout the area of managerial responsibility
		4	Risk assessment is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that the risk from hazards is not increased
5	Establish and maintain procedures for controlling risks	1	Measures to control assessed risks are developed and implemented in accordance with the hierarchy of control, relevant OHS legislation, codes of practice and trends identified from the OHS records system
		2	When measures which control a risk at its source are not immediately practicable, interim solutions are implemented until a permanent control measure is developed
		3	A procedure for the ongoing control of risks, based on the hierarchy of control, is developed and integrated within general systems of work and procedures
		4	Activities are monitored to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility
		5	Risk control is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that adequate risk control measures are included
		6	Inadequacies in existing risk control measures are identified and resources enabling implementation of new measures are sought and/or provided according to appropriate workplace procedures

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6	Establish and maintain organisational procedures for dealing with hazardous events	1	Potential hazardous events are correctly identified
		2	Procedures which would control the risks associated with hazardous events and meet any legislative requirements as a minimum, are developed in consultation with appropriate emergency services
		3	Appropriate information and training is provided to employees to enable implementation of the correct procedures in all relevant circumstances
7	Establish and maintain an OHS training program	1	OHS training programs are monitored to identify and fulfil employees' OHS training needs as part of the organisation's general training program
8	Establish and maintain a system for OHS records	1	A system for keeping OHS records is established and monitored to allow identification of patterns of occupational injury and disease in the area of managerial responsibility
9	Evaluate the organisation's OHS system and related policies, procedures and programs	1	The effectiveness of the OHS system and related policies, procedures and programs is assessed according to the organisation's aims with respect to OHS
		2	Improvements to the OHS system are developed and implemented to ensure more effective achievement of the organisation's aims with respect to OHS
		3	Compliance with OHS legislation and codes of practice is assessed to ensure that legal OHS standards are maintained as a minimum

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Hazardous events	accidents, fires, emergencies such as chemical spills or bomb scares
Hierarchy of control	preferred order of risk control measures
Area of managerial responsibility	may be entire Council or a division/department within Council

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Processes for consultation	OHS committees, consultation with health and safety representatives, issue resolution procedures and participative/consultative procedures conducted by supervisory staff within the area of managerial responsibility
Monitoring of activities	review of written reports, performance appraisal or auditing procedures
Procedures for dealing with hazardous events	evacuation, chemical containment and first aid procedures
Relevant positions for implementing the OHS system	directors/managers, supervisors, OHS officer/manager and first aid officers

EVIDENCE GUIDE

Critical aspects of evidence	risks are identified correctly and dealt with promptly safe working environment is planned for, established and maintained all relevant OHS legislation, codes and practices are understood and implemented
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	OHS legislation and codes of practice risk control measures hierarchy of control (preferred order of risk control measures) equal employment opportunity principles and practices relevant Council management systems and procedures Council operations public safety
Underpinning skills	communication (written and verbal) organisational contingency management policy interpretation risk identification, assessment and minimisation
Resource implications	access to Council workplace or simulated case study; access to OHS legislation and codes of practice
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	evaluate organisation's OHS systems
Communicate ideas and information	**3**	establish and maintain participative processes for the management of OHS
Plan and organise activities	**3**	ensure compliance with OHS legislation and codes
Work with others and in teams	**2**	provide information and training to staff
Use mathematical ideas and techniques	**2**	analyse OHS related data
Solve problems	**3**	correct/minimise risks
Use technology	**1**	use computer

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UNIT LGAGOVA404A	ESTABLISH PURCHASING NETWORKS TO ENSURE COUNCIL IS RESOURCE EFFECTIVE
UNIT DESCRIPTOR	This unit covers the development of and participation in purchasing networks
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Establish purchasing networks and information systems	1	Links are established with other government departments for improving purchasing power
		2	Council purchasing networks are maintained for information flow and combined purchasing power
		3	Networks with relevant sections of private enterprise are developed and maintained
2	Obtain information from parties involved	1	Flow of information regarding Council needs is encouraged
		2	Information on suppliers/sources is pursued
		3	Information relevance is established
3	Disseminate and apply information where appropriate	1	Relevant information is provided to end user and feedback is encouraged
		2	Information is used to make decisions on supply issues
4	Maintain records	1	Information is recorded in accordance with Council and legislative requirements
		2	Details are recorded clearly, accurately and legibly
		3	Records are secured, accessible and kept up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Suppliers	federal and state governments, Local Government associations, professional groups and inter-Council groups

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Government networks	municipal authorities purchasing scheme, state government supply groups, administrative service department

EVIDENCE GUIDE

Critical aspects of evidence	establishment and maintenance of relevant networks supply decision based on current information maintenance of records
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	supply techniques government supply networks Council policies relating to supply local industry
Underpinning skills	data collection networking with external personnel negotiation with suppliers forecasting supply needs
Resource implications	access to workplace or simulated case study that gives access to government networks and suppliers
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	access information from suppliers and assess
Communicate ideas and information	**2**	provide information to end users
Plan and organise activities	**2**	organise meetings with network members
Work with others and in teams	**2**	establish and maintain networks
Use mathematical ideas and techniques	**0**	
Solve problems	**1**	make decisions on supply issues
Use technology	**2**	use computer software for maintaining records

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UNIT LGACORE102A	FOLLOW DEFINED OCCUPATIONAL HEALTH AND SAFETY POLICIES AND PROCEDURES
UNIT DESCRIPTOR	This unit covers general occupational health and safety (OHS) requirements in all Local Government functional areas The unit is based on the national guidelines for integrating OHS competencies into national industry Competency Standards [NOHSC: 7025 (1994)]
FIELD	Core Unit

ELEMENT	PERFORMANCE CRITERIA
1 Follow workplace procedures for hazard identification and risk control	1 Hazards in the work area are recognised and reported to designated personnel according to workplace procedures 2 Workplace procedures and work instructions for controlling risks are followed accurately 3 Workplace procedures for dealing with accidents, fire and emergencies are followed whenever necessary within the scope of responsibilities and competencies
2 Contribute to participative arrangement for the management of OHS	1 OHS issues are raised with designated personnel in accordance with workplace procedures and relevant OHS legislation 2 Contributions to participative arrangements in the workplace are made within organisational procedures and scope of responsibilities and competencies

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Relevant workplace procedures	hazard procedures, emergency procedures, accident and incident procedures, procedures for use of personal protective equipment, procedures for reporting accidents, incidents, hazards and emergencies, risk control
Hazards	damaged or broken furniture and fittings, spillages, damaged or worn equipment, items blocking exits, cords/ropes across walkways, items of equipment in areas of pedestrian traffic, slippery surfaces, breakages

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Emergencies	chemical spills, bomb scares, armed hold ups
Participative arrangements	OHS committees, team or work group meetings

EVIDENCE GUIDE

Critical aspects of evidence	hazards recognised and reported all relevant workplace procedures followed participative arrangements contributed to
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council procedures relating to hazards, fires, emergencies, accidents, risk control meaning of OHS signs and symbols relevant to area of work
Underpinning skills	identifying risks and hazards communicating concerns verbally filling in accident and incident forms participating in group meetings interpreting OHS signs and symbols deciding appropriate action in emergencies using two-way radio if relevant to workplace requirements
Resource implications	access to real or simulated workplace environment where hazards are replicated for the purpose of identification; access is provided to workplace OHS procedures documentation
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	recognise hazards
Communicate ideas and information	**1**	raise OHS issues
Plan and organise activities	**1**	organise activities in line with OHS procedures
Work with others and in teams	**1**	contribute to participative arrangements
Use mathematical ideas and techniques	**1**	interpret OHS signs and symbols
Solve problems	**1**	determine appropriate action in emergency
Use technology	**0**	

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UNIT LGAPLEM608A	IDENTIFY AND EVALUATE OPTIONS TO IMPROVE ROAD SAFETY
UNIT DESCRIPTOR	This unit covers the identification of road safety risks, development of options and assessment of their effectiveness
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Identify road safety risks	1 Records and statistics are monitored, both day and night, to identify problems and areas of risk 2 Complaints, requests, comments and observations are analysed to identify problems or areas of risk
2 Assess road safety risks	1 Risk sites are investigated to clearly establish conditions and causes of accidents and collisions 2 Research is undertaken to collect evidence regarding identified risks 3 Identified risks are compared and assessed against legislative requirements, codes of practice, relevant Australian standards and community expectations 4 Clear priorities based on a ranking of safety factors are established
3 Develop and evaluate options	1 Options relevant to reducing risk are identified 2 Acquisition or resumption of land is identified 3 All options are assessed on the basis of cost effectiveness, efficiency and practicality 4 Preferred option to reduce risk is selected based on Council guidelines
4 Present preferred options to Council	1 Council 'approval in principle' is obtained 2 Statutory and other relevant authority approvals are obtained in required timeframes with minimal modification to the preferred option 3 Opportunities are provided for community consultation to maximise acceptance of preferred option 4 Clear, concise documentation is prepared that provides full preliminary cost details 5 Options and recommendations, supported by clear rationale, are submitted to Council for endorsement
5 Prepare detailed design	1 Initial brief and regular, clear communication with design personnel is undertaken

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2 Implementation timeframes are advised to design personnel to ensure detail design is completed as required

3 Design development is monitored to completion to ensure no errors or omissions are made

4 A safety design audit is undertaken

5 Final detailed cost estimates are accurately prepared

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Accidents and collision causes	speed, volume, sight distance, vehicles, pedestrians, cyclists, road and roadside environment, weather, transport mode
Environment contexts	metropolitan, urban, regional, rural, industrial, residential, commercial
Research types	surveys, observation, accident statistics, literature studies, applicable standards, questionnaires, gathering local knowledge
Affected parties	local occupants, neighbours, emergency services, public transport, through traffic
Funding options	Local Government, state government, federal government, private developers, schools, community groups, relevant authorities
Treatment	construction, diversion, speed zones, speed humps, traffic lights, roundabouts, education programs, public awareness campaigns, police liaison groups, multilingual information services
Council guidelines	risk assessment, cost benefit ratio, community expectations
Community	commercial, rate payers, land holders, residents, industrial, rural

EVIDENCE GUIDE

Critical aspects of evidence	production of accurate information analysis of sites and information data interpretation survey development presentation and endorsement of options effective problem solving based on research

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Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	national and state traffic management policy traffic classification and statistics traffic legislation traffic standards and guidelines traffic engineering practice analytical methods Council policy, structure and services accident records road safety traffic laws
Underpinning skills	consultation and negotiation with a range of stakeholders qualitative and quantitative research methodologies traffic planning policy interpretation traffic engineering design and application accident analysis application of standards and guidelines written and verbal reporting forecasting trends estimating resources procurement procedures cost control safety auditing
Resource implications	access to workplace or simulated case study that provides the following resources: computer data bases/relevant accident statistics; survey equipment, land and traffic survey; access to risk sites; access to relevant legislative requirements, Council guidelines and Australian standards for road safety
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	undertake research, compare and assess identified risks
Communicate ideas and information	**2**	organise education programs, presenting options
Plan and organise activities	**3**	organise the design work and undertake a safety audit to evaluate
Work with others and in teams	**2**	liaise with police, schools, local laws, road users, road authorities
Use mathematical ideas and techniques	**3**	interpret statistics and economic analysis, prepare detailed cost estimates
Solve problems	**3**	formulate options, negotiate with community
Use technology	**2**	use computer data bases, survey equipment, land and traffic survey

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UNIT LGACOM405A	IMPLEMENT AND MONITOR THE ORGANISATION'S OCCUPATIONAL HEALTH AND SAFETY POLICIES, PROCEDURES AND PROGRAMS WITHIN THE WORK GROUP/SECTION
UNIT DESCRIPTOR	This unit covers implementation and monitoring of general occupational health and safety (OHS) policies, procedures and programs in all functional areas of Local Government The unit is based on the national guidelines for integrating OHS competencies into national industry Competency Standards [NOHSC: 7025 (1994)]
FIELD	Common Elective Units

ELEMENT	PERFORMANCE CRITERIA
1 Provide information to the work group about OHS and the organisation's OHS policies, procedures and programs	1 Relevant provisions of OHS legislation and codes of practice are accurately and clearly explained to the work group 2 Information on Council's OHS policies, procedures and programs is provided in a readily accessible manner and is accurately and clearly explained to the work group 3 Information about identified hazards and the outcomes of risk assessment and control procedures is regularly provided and is accurately and clearly explained to the work group
2 Implement and monitor participative arrangements for the management of OHS	1 Council's procedures for consultation over OHS issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute 2 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution 3 The outcomes of consultation over OHS issues are promptly communicated to the work group
3 Implement and monitor the organisation's procedures for identifying hazards and assessing risks	1 Existing and potential hazards in the work area are identified and reported so that risk assessment and control procedures can be applied

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4	Implement and monitor the organisation's procedures for controlling risks	1	Work procedures to control risks are implemented and adherence to them by the work group is monitored in accordance with workplace procedures
		2	Existing risk control measures are monitored and results reported regularly in accordance with workplace procedures
		3	Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel
		4	Inadequacies in resource allocation for implementation of risk control measures are identified and reported to designated personnel
5	Implement the organisation's procedures for dealing with hazardous events	1	Workplace procedures for dealing with hazardous events are implemented whenever necessary to ensure that prompt control action is taken
		2	Hazardous events are investigated to identify their cause in accordance with investigation procedures
		3	Control measures to prevent recurrence and minimise risks of hazardous events are implemented based on the hierarchy of control, or alternatively, referred to designated personnel for implementation
6	Implement and monitor the organisation's procedure for providing OHS training	1	OHS training needs are identified accurately, specifying the gaps between OHS competencies required and those held by work group members
		2	Arrangements are made for meeting identified OHS training needs in both on and off-the-job training programs in consultation with relevant parties
7	Implement and monitor the organisation's procedure for maintaining OHS records	1	OHS records for work area are accurately and legibly completed in accordance with workplace requirements for OHS records and legal requirements for the maintenance of records of occupational injury and disease
		2	Aggregate information from the area's OHS records is used to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Relevant provisions of OHS legislation	general duty of care including public safety requirements for 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 work area, health and safety representatives and OHS committees, issue resolution
Workplace procedures	inspection/evaluation, housekeeping, consultation processes (either general or specific to OHS), changes to procedures, training and assessment, specific hazard policies and procedures including public safety procedures, OHS information, OHS record keeping/reporting, maintenance of plant and equipment, purchasing of supplies and equipment, counselling/disciplinary processes
Hazardous events	accidents, fires, emergencies such as chemical spills or bomb scares
Hierarchy of control	preferred order of risk control measures

EVIDENCE GUIDE

Critical aspects of evidence	implementation of relevant provisions of OHS legislation and codes of practice hazard and risk identification and control
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant OHS legislation and codes of practice risk control measures hierarchy of control (preferred order of risk control measures) equal employment opportunity principles and practices relevant Council management systems and procedures communication techniques
Underpinning skills	communication strategies for a diverse workforce organisational contingency management hazard/risk identification and control process/techniques

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Resource implications	access to Council workplace or simulated case study that incorporates the following resources: access to OHS legislation and Council policies, procedures and codes of practice; access to staff or simulation for consultation process; access to computer system/software
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	provide accessible information on Council's OHS policies, procedures and programs
Communicate ideas and information	**1**	provide regular updates on outcomes of risk assessment and control procedures
Plan and organise activities	**1**	organise meetings to provide updates
Work with others and in teams	**1**	consult with staff on OHS implementation issues
Use mathematical ideas and techniques	**1**	collect and record OHS related data/statistics
Solve problems	**1**	identify training needs
Use technology	**1**	use word processor/email for communication

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UNIT LGAGOVA610A	IMPLEMENT COMPUTERISED ASSET MANAGEMENT SYSTEMS
UNIT DESCRIPTOR	This unit covers the establishment and/or update of information systems to assist in strategic planning and management of asset maintenance in consultation with internal or external expert personnel
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Develop appropriate information systems to support the asset management plan	1 Level of sophistication for computer systems is determined in relation to existing corporate systems 2 Information and communication strategy is developed consistent with organisational information and communication strategy 3 Future need for integration of system modules to cater for finance, administration and technical management aspects is identified 4 Migration strategy is determined in accordance with the degree of system complexity to enable modification or updating of existing systems to suit the organisation's needs 5 Migration strategy includes detailed action plan and implementation program prioritised on cost/benefit and addresses implementation and maintenance parameters
2 Assess software in consultation with relevant personnel	1 Needs analysis of current and future activities is undertaken to determine essential and desirable outputs of system 2 Comparison system for evaluating software packages is developed to reflect requirements of asset management system 3 Software packages are investigated and evaluated against functionality requirements 4 Specific enhancements required to tailor software packages to Council needs are determined and discussed with software providers 5 Software packages are compared and demonstrations arranged to allow the most informed decision 6 Optimum software is selected based on predetermined criteria

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plant and equipment
Implementation and maintenance parameters	hardware and software requirements, data capture, staff training, systems operation and maintenance
Information and communication strategy	internet/intranet transfer, moving data bases between divisions, local area network
Relevant personnel	internal, asset management consultants, finance and engineering professionals, information technology professionals
Functionality requirements	asset identification (register), strategic planning (life cycle), asset accounting/economics, system integration capability, reporting functions, system support/upgrade, implementation effectiveness

EVIDENCE GUIDE

Critical aspects of evidence	development of appropriate information systems completion of needs analysis evaluation of software packages against criteria
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	asset management principles Council structure and functions relationship between financial, technical and administration aspects of asset management potential outputs of asset management systems
Underpinning skills	evaluation liaison assessing products
Resource implications	access to appropriate computer hardware and software

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Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	undertake needs analysis
Communicate ideas and information	**2**	discuss requirements with software providers
Plan and organise activities	**0**	
Work with others and in teams	**2**	work in consultation with information technology personnel
Use mathematical ideas and techniques	**2**	evaluate software packages in consultation
Solve problems	**2**	determine specific enhancements
Use technology	**2**	compare asset management software

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UNIT LGAGOVA405A	IMPLEMENT DEBT RECOVERY PROCEDURES
UNIT DESCRIPTOR	This unit covers recommendations on action to be taken to recover or write off debts
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Negotiate to obtain payment of debt	1	Information regarding whereabouts and individual circumstances of debtors is accessed in line with Council procedures and legislative provisions
		2	All relevant customer details are confirmed
		3	Special arrangements for payment of debt are negotiated with debtors where possible to maximise probability of recovery of debt
		4	Agreements are documented, followed up, and renegotiated as necessary
		5	Agreements are reviewed as necessary to take into account changes in debtor circumstances
2	Recommend action on bad debts	1	Reported debts are analysed to determine appropriate debt recovery method
		2	Value of bad debt is assessed against potential cost and likelihood of recovery
		3	Appropriate action is recommended based on Council policy and capacity to pay
		4	Doubtful debts are provided for at end of year, backed up by evidence
3	Take legal action as required	1	Proceedings are instigated within delegated authority and in accordance with Council policy and procedures and legislative requirements
		2	Disclaimers are included on rates notices as appropriate
		3	Information to support court action if required is prepared clearly, accurately and within timeframe
4	Report on debt recovery	1	Annual timetable is prepared for the issue of instalment and other notices

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2 Reports on debt recovery performance are submitted in accordance with Council requirements

3 Style of report is consistent with purpose and intended audience

4 Recommendations on policy changes and new policy development are made based on legislative requirements and improved debt recovery practices

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Debts	rates, fines, valid accounts issued for provision of goods and services
Relevant customer details	correct name, address, telephone and other contact details
Negotiate	take initiatives, provide support reasons, consider suggestions of others, respond appropriately
Information regarding debtors	current address, financial situation, history of payment, responsibility for debt, status of debt (current/non current), status of creditor (secured/unsecured)
Accessing information	advertising in local media, Council business papers, information proffered, questioning other people, electronic white pages and yellow pages, land titles office, electoral rolls, company searches, property inspections/visits
Changes in circumstance	including changes due to government policy particularly in relation to pensions
Assess value against cost	minimum amount warranting legal action for recovery
Other notices	reminder notices, final notices, notices prior to legal action, notices of legal action, follow up notices, summons, writs
Documenting agreements	diarising, notes, memos, formal agreements
Appropriate action	abandonments, writing off, sale of land for unpaid rates, payment by special arrangement, court action, involvement of an outside debt recovery agency, involvement of outside printing/mailing houses, issuing summons, issuing judgements, issuing writs, garnishee, tracing owners, in-house debt recovery, rent for rates against tenants

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EVIDENCE GUIDE

Critical aspects of evidence	selection of debt recovery method based on Council policy and capacity to pay accurate reporting of debt recovery in line with Council requirements timely implementation of appropriate debt recovery action timely follow up maintenance and review of special arrangement agreements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council policy and procedures in relation to debt recovery debtors systems debt recovery methods (internal and those of an external agency) civil claims legislation Local Government legislation relating to debt recovery and rates, fees and charges defamation legislation law of torts: negligence, harassment, trespass
Underpinning skills	negotiation conflict resolution report writing analytical research and information gathering assessment of individual circumstances word processing
Resource implications	access to workplace or simulated case study which covers key aspects of debt recovery process including resources on debt recovery methods, Council policy/procedures/legal principles and requirements, processes
Consistency in performance	this unit should be assessed across a range of variables over a period of time including end of year arrears reports
Context of assessment	on-the-job or in a simulated workplace environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	recommend policy changes
Communicate ideas and information	**2**	provide reports of debt recovery
Plan and organise activities	**2**	plan debt recovery
Work with others and in teams	**1**	liaise with staff to obtain information
Use mathematical ideas and techniques	**2**	analyse debts
Solve problems	**1**	negotiate special arrangements
Use technology	**1**	use computer software

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UNIT LGAGOVA611A	IMPLEMENT DISCIPLINARY AND TERMINATION PROCEDURES
UNIT DESCRIPTOR	This unit covers the implementation of policy and procedures for disciplinary, counselling and termination issues
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Develop disciplinary and termination policy and procedures	1	Procedures are developed in association with relevant parties and agreement on approach is obtained
		2	Procedures comply with necessary Council, industrial and legislative requirements
		3	Procedures are fair and equitable
		4	Training and education of managers, team leaders and staff is undertaken
		5	Policy and procedures are revised on a regular basis
2	Respond to requests for intervention	1	The need for intervention is monitored against established legislative procedures, policies and guidelines
		2	Relevant parties are interviewed and information corroborated
		3	Requests for intervention are considered and responded to in a fair and equitable manner using agreed procedures
3	Advise parties on options and alternatives	1	Clear information is given to the employee regarding expected standards of Council
		2	Options for assisting the employee to meet required standards are offered where appropriate
		3	The perspectives of the employee, the organisation and any other relevant people are taken into account
		4	Any external decisions taken that impact on a resolution are advised immediately to all parties
		5	Resolutions and decisions are based on complete and accurate details of the situation and assessed within agreed procedures
4	Counsel staff	1	Counselling is managed by a Council officer with the requisite skills for the situation or referred as appropriate
		2	Employee counselling occurs promptly

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		3	Counselling strategies are appropriate to the needs of the Council and individual
		4	A record of counselling and required action is produced promptly
		5	Referrals are made to appropriate support professionals and agencies where necessary to aid employee performance and well-being
		6	Confidentiality principles are strictly adhered to
5	Undertake disciplinary actions and/or terminations	1	Disciplinary and/or termination interviews are conducted in an appropriate and constructive manner
		2	The interests of the Council and the individual are protected within required and agreed procedures
		3	Details of decisions and actions taken are fully documented to protect Council interests
		4	All other relevant parties are involved and/or advised promptly of actions taken
		5	Follow up actions are planned and implemented to ensure a resolution to the situation is found

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Disciplinary procedures	within the Council, prescribed by external parties, industrial or other agreements
Counselling	informal, formal, internal, external, multilingual
Termination grounds	abandonment of employment, gross misconduct, poor performance
Counselling outcomes	targeted training program, referral to employee assistance schemes, warning, demotion, transfer to same grade position, dismissal
Relevant parties	individual employee, supervisor, manager, Council, elected representatives, unions, employee representatives, government departments and their representatives, legal agents
Options for disciplinary action	Council operating procedures, industrial awards, state and federal legislation

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EVIDENCE GUIDE

Critical aspects of evidence	establishment of clear and transparent policies and procedures conduct of disciplinary and termination procedures according to policy and procedures evaluation of procedures counselling strategies appropriate to diversity of workforce
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant industrial agreements, awards and legislation Council policy and procedures for discipline and termination equal employment opportunity legislation counselling strategies conflict resolution strategies
Underpinning skills	consultation practices in accordance with confidentiality procedures application of human resource strategic plan report writing
Resource implications	access to workplace or simulated case study which encompasses the following resources: access to relevant industrial agreements, awards, legislation, and examples of Council policies and procedures; access to simulated process
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	corroborate information
Communicate ideas and information	**2**	consider requests for information
Plan and organise activities	**2**	offer options for assisting the employee
Work with others and in teams	**2**	undertake training of managers and team leaders
Use mathematical ideas and techniques	**1**	write reports
Solve problems	**2**	consult with relevant parties
Use technology	**2**	access human resource information system

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UNIT LGAGOVA612A	IMPLEMENT EMPLOYEE PERFORMANCE MANAGEMENT SYSTEMS
UNIT DESCRIPTOR	This unit covers the design and implementation of appropriate performance management systems
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Identify organisation objectives for employee performance	1 Council objectives are investigated 2 Council objectives and expectations are defined 3 Options for rewarding good performance are prepared 4 Options for dealing with unsatisfactory performance are prepared
2 Design effective reward/incentive systems with employees, unions and management	1 A consultation process is agreed to by management, employees and unions according to Council policy and procedures 2 Relevant state and federal awards, equal employment opportunity and occupational health and safety are taken into consideration 3 The identified needs of the organisation, teams and individuals are considered 4 Principles of fairness and recognised employee competency are considered in the design of the systems 5 Job design and job evaluation processes are included according to timeframes and resources in the human resources strategic plan 6 Measures of system effectiveness are designed to enable suitable monitoring and evaluation 7 Employee welfare support schemes are developed and initiated
3 Implement agreed performance management/reward system	1 Support for the reward and performance management strategies is obtained 2 Training and education of management, team leaders and employees is undertaken 3 System is launched through appropriate communication channels 4 Feedback is obtained to ensure that the system is understood and accepted

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4	Obtain and provide information for the design of and participation in salary surveys	1	The organisation's pay system is implemented and maintained
		2	Relevant information is obtained from internal and external sources to ascertain correct levels of payment
		3	Necessary data is recorded and stored efficiently and effectively
5	Monitor and review performance management and reward systems	1	Employees, unions and management are consulted to ascertain effectiveness of system
		2	Measures of system effectiveness are monitored against expectations
		3	A revision plan is developed and implemented

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Integration	integrate or separately address reward and performance management systems
Performance appraisal methods	supervisor of employee, peer appraisal, team leader, the employee directly between management and employees or through the establishment of a representative employer/employee, working party
Consultation	managers, employees, unions, elected members, consultants, joint consultative committees
Negotiations	relevant industrial awards and industry standards, Council policy and corporate plan, national wage case history, industrial commission procedures and protocol, relevant legislation, principles of benchmarking and best practice, integration of rewards system and performance management plan, job design, job evaluation
Issues	hours of work, leave, higher duties, dispute settling procedures, work redesign, employment principles (e.g. internal appointments, fixed term contracts), pay arrangements, general human resource management practices (e.g. redundancy arrangements, grievance procedures), participative management, integrated performance management/reward systems
Flexible work practices	job sharing, part time work, child/dependent care, crèches, work-related stress issues, health monitoring, fitness programs, social club, employee referral services
Salary surveys	internal, external, formal, informal, planned, ad hoc

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EVIDENCE GUIDE

Critical aspects of evidence	reward and performance strategy developed employee welfare schemes proposed options for rewarding and performance management developed performance management/reward system successfully implemented measures of system effectiveness monitored accurate reward received by employees
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	equal employment opportunity and affirmative action legislation grievance handling procedures, code of conduct, confidentiality procedures Council performance objectives and goals freedom of information performance management systems remuneration systems, payroll preparation evaluation methods taxation rules, superannuation
Underpinning skills	award interpretations consultation and/or negotiation with employees, unions and management customer service focus on timely and accurate explanations, advice internal marketing/promotion policy development evaluating policy and procedures
Resource implications	access to workplace or simulated case study which reflects the requirements of competency in this unit including conduct of negotiations, consideration of relevant awards/agreements, development of job design systems, agreement by parties, evaluation and monitoring measures
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	identify organisational objectives relating to employee performance
Communicate ideas and information	**3**	establish consultation process
Plan and organise activities	**3**	design systems
Work with others and in teams	**3**	consult with employees, unions and management
Use mathematical ideas and techniques	**1**	implement pay system
Solve problems	**2**	monitor measures of system effectiveness
Use technology	**2**	access human resource information system

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UNIT LGAGOVA406A	IMPLEMENT MARKETING PLAN
UNIT DESCRIPTOR	This unit covers the promotion of Council's user pays and discretionary services in accordance with a marketing plan
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Use marketing plan to coordinate marketing activities	1	The marketing plan is used to guide the conduct of day to day marketing activities
		2	Activities are conducted in a manner which makes maximum use of available resources and materials to enhance the quality of the activity and the image of the organisation
		3	Activities are conducted in a manner which maximises the opportunity to meet financial targets
2	Establish business relationships	1	Professional relationships with customers and industry colleagues are established within their correct cultural context in a manner which promotes goodwill and trust
		2	Opportunities to liaise with customers and colleagues are taken up wherever possible
		3	Discussions and negotiations with customers and colleagues are conducted in a professional manner within the relevant cultural context
3	Monitor the market	1	Changes and major issues in the marketplace are correctly identified
		2	Market intelligence gained during the implementation of marketing activities is communicated to appropriate colleagues on a regular basis
4	Prepare marketing reports	1	Reports are prepared according to organisational requirements in a manner which provides clear and concise information to those responsible for market planning
		2	Recommendations for improving the effectiveness of activities are made to the appropriate authority based on practical experience in the implementation of the marketing plan

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Guide conduct of activities	prioritising and scheduling activities, setting targets and objectives, determining evaluation methods
Marketing activities	advertising, use and maintenance of promotional materials, display networks, industry relations and liaison, public relations, promotional events, cooperative marketing
Identification of change in market place	may be based on day to day contact with customers, market response to marketing activities, evaluation of competition, product and price changes, market research

EVIDENCE GUIDE

Critical aspects of evidence	activities in line with marketing plan business relationships established market monitored
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	marketing principles and techniques needs of relevant cultural groups local knowledge of relevant businesses/groups
Underpinning skills	networking and liaising writing reports communicating with the community and local businesses promoting the organisation
Resource implications	access to workplace or simulated case study which incorporates simulated marketing activities and consultations
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	analyse implementation experiences and make recommendations
Communicate ideas and information	**2**	prepare reports
Plan and organise activities	**2**	prioritise marketing activities
Work with others and in teams	**2**	establish professional relationships
Use mathematical ideas and techniques	**1**	meet financial targets
Solve problems	**2**	identify changes in the marketplace
Use technology	**0**	

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UNIT LGAGOVA503A	IMPLEMENT RECRUITMENT SYSTEMS
UNIT DESCRIPTOR	This unit covers development of a recruitment, selection and induction strategy
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Assist in developing recruitment strategy	1 Job and person specifications are reviewed on a regular basis as set by Council policy 2 Processes and procedures are developed that ensure Council and legislative regulations and human resource good practice are met 3 The methods of recruiting are identified 4 The selection process is determined to comply with legal requirements, to select the most meritorious applicant according to selection criteria and equal employment opportunity legislation 5 Various selection techniques are incorporated into the selection process as appropriate to the position 6 The strategy includes a specification of timeframes
2 Implement recruitment strategy	1 The selection process is in line with predetermined methodology and criteria established on a merit base 2 All applicants are assessed against the same selection criteria 3 The principles of confidentiality are maintained throughout the process 4 All legal and award requirements, including equal employment opportunity legislation, are met by the selection process 5 The selection process is fair, equitable and justifiable from the evidence gained and the process used 6 All applicants are informed promptly and accurately of the selection process and its outcomes 7 Unsuccessful applicants are provided with feedback in line with Council policy and procedures 8 The recruitment and selection process is clearly documented

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3	Establish selection panel	1	The selection panel is composed of members with the required attributes and selection techniques training
		2	The location and format of interviews are planned to ensure an efficient, effective and fair process
		3	A selection brief is supplied to ensure compliance with merit principles and selection criteria
4	Participate in appeal process when required	1	A detailed, accurate response is prepared on request from legislative authority or in accordance with Council grievance procedure
		2	Council is represented in any negotiation and/or conciliation processes
		3	Council recruitment and selection procedures are evaluated in terms of appeal outcome and necessary modifications are implemented
5	Induct successful applicant	1	Confirmation of applicant is sought and an entry on duty is arranged
		2	Appropriate administrative action is monitored to assist line managers ensure a smooth entry on duty
		3	Induction program is organised for the applicant

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Fair and equitable process	bias and discrimination is avoided as set out in anti-discrimination legislation and merit principles
Method of recruitment	open market, in-house, expression of interest, secondment
Recruitment processes	job and person specifications, method of recruitment, selection panels, selection tools to be used, timeframes for the recruitment and selection, location and format of interview
Applicant	permanent, contractor, full time, part time, temporary, casual, trainee apprentice, probationary
Vacant positions	internal, external, permanent, temporary, casual, part time, job sharing, contract

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Selection techniques	workplace assessment, qualifications, weighting of criteria, licensing requirements, tests, demonstration, case study
Implement recruitment strategy	human resource officer, other manager or team leader, external contractor or consultant
Induction program	on or off-the-job: employment responsibilities, performance management, organisational structure, policies regarding occupational health and safety, equal employment opportunity and harassment

EVIDENCE GUIDE

Critical aspects of evidence	legal requirements are met induction program is organised induction plan is developed information package for each position is provided review of job and person specifications is conducted recruitment documentation checklist is completed selection techniques training is delivered adoption of merit principle is monitored
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	human resources strategic plan principles and practices of: equal employment opportunity legislation, affirmative action, merit principles corporate plan, organisation structure and culture recruitment policy and procedures selection tools and techniques awards and salary structures job descriptions freedom of information competency standards Council code of conduct, confidentiality procedures
Underpinning skills	advertising design and placements assessment of competence interviewing techniques report writing and record keeping selection techniques

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Resource implications	access to workplace or simulated case study which incorporates a range of recruitment scenarios covering employment requirements, selection processes, appeal processes, induction
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	document recruitment and selection process
Communicate ideas and information	**2**	organise induction program and selection training
Plan and organise activities	**3**	determine recruitment strategy
Work with others and in teams	**3**	work with Council staff and applicants
Use mathematical ideas and techniques	**2**	undertake cost benefit analysis of recruitment methods
Solve problems	**3**	participate in appeal process
Use technology	**1**	document recruitment and selection process

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UNIT LGAGOVA407A	IMPLEMENT REHABILITATION SYSTEMS
UNIT DESCRIPTOR	This unit covers implementation of a rehabilitation system including ensuring injured workers return to a safe working environment
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Establish and promote rehabilitation program	1	Policies are developed and procedures are put into place to support an effective and equitable rehabilitation process
		2	Short and long term plans for return to work and non-return to work rehabilitation are established in consultation with relevant stakeholders
		3	Written permission is obtained where necessary from employees for Council contact with medical authorities
		4	Education of staff about rehabilitation objectives is undertaken
		5	Professional expertise is sought to ensure appropriateness of return to work tables and activities
		6	Confidentiality principles are incorporated into systems
2	Establish and implement a return to work program	1	Communication occurs with all relevant people/departments to ensure understanding of the proposed rehabilitation plan for injured worker
		2	Limitations of the worker and performable duties are clearly documented and distributed to relevant employees/departments
		3	Appropriate training opportunities are identified and provided where suitable duties are new to the employee
		4	Return to work is scheduled within realistic timeframes consistent with medical advice
		5	Confidentiality principles are strictly adhered to
3	Monitor the return to work program	1	Work situation is monitored to ensure that work provided does not impinge on injury
		2	Injured employee is consulted regarding ongoing suitability of work provided

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		3	Detailed notes of contacts, discussions and all factors relevant to the case are compiled
		4	Compensation management is monitored
4	Maintain records	1	Information is recorded in accordance with Council and legislative requirements
		2	Details are recorded clearly, accurately and legibly
		3	Records are secure, accessible and up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Rehabilitation	workplace modified, job tasks redesigned, worker retrained for another position, return to work, non-return to work
Rehabilitation procedures	injury reporting, first aid, arranging for medical or other treatment, completing of necessary forms, liaising with medical professionals, maintaining contact with injured employees, determining suitable duties and processes when returning to work, monitoring and upgrading rehabilitation
Rehabilitation providers	health professionals and counsellors who may or may not be employed by Council a private organisation, units attached to hospitals or the Commonwealth Rehabilitation Service
Relevant stakeholders	Council managers, staff, unions, medical experts, insurance agencies

EVIDENCE GUIDE

Critical aspects of evidence	rehabilitation systems established return to work program established, implemented and monitored
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	occupational health and safety and workers compensation legislation rehabilitation policy and procedures Council strategic objectives confidentiality policy and procedures record keeping procedures

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Underpinning skills	consultation/counselling of management and employees provision of advice to Council and employees assessment of injured employees
Resource implications	access to workplace or simulated case study which encompasses range of rehabilitation situations and outcomes and includes simulated roles of relevant parties
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	compile detailed notes of contacts, discussions and all factors relevant to the case
Communicate ideas and information	**2**	communicate with all relevant people/departments to ensure understanding of rehabilitation plan
Plan and organise activities	**2**	implement policies to support an effective rehabilitation process
Work with others and in teams	**2**	discuss appropriateness of proposed tasks
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	monitor and modify the return to work program
Use technology	**1**	compile records using computer software

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UNIT LGAGOVA408A	IMPLEMENT SYSTEMS TO PROMOTE A SAFE AND HEALTHY ENVIRONMENT FOR THE PUBLIC AND EMPLOYEES
UNIT DESCRIPTOR	This unit covers promotion of strategies and systems related to occupational health and safety (OHS)
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Monitor, evaluate and improve systems and practices to ensure the safety of the public, employees and volunteers	1 Employees' procedures and public interaction are reviewed to ensure that OHS objectives are being met 2 Evaluation of OHS practices is completed according to Council policy and procedures 3 Suggested improvements are prepared for review 4 The effectiveness of committees and consultative mechanisms is evaluated regularly and improvements implemented where required
2 Develop education, training and awareness strategies	1 Managers and staff are trained in OHS issues to ensure safe work practices 2 Managers and staff are advised of changes in OHS issues 3 Accurate OHS information is provided in Council induction program 4 Required committees and other consultative resources are trained

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Occupational health and safety systems	establishment of required committees, hazard reporting methods, emergency procedures and issue resolution procedures provision of OHS training and information maintenance of OHS records promotion and maintenance of public safety

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Occupational health and safety coverage	staff members in offices and in the field, all members of the public on Council property or in the vicinity of Council operations and volunteers

EVIDENCE GUIDE

Critical aspects of evidence	OHS plan and strategy OHS issues included in induction manual and procedures OHS education, training and awareness strategies in place
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LGACOM405A - Implement and monitor the organisation's OHS policies, procedures and programs
Underpinning knowledge	OHS legislation Council OHS objectives Council policy and procedures relating to OHS organisation of consultative mechanisms evaluation methods
Underpinning skills	review and improve systems analyse work processes/methods identify OHS work process discrepancies solve problems advocate OHS issues present material to meet target audience requirements implement adult/child learning strategies
Resource implications	access to workplace or simulated case study that encompasses a simulated OHS system structure, sets out legislative and Council requirements/objectives, provides simulated consultation and training processes
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	monitor, evaluate and improve systems
Communicate ideas and information	**2**	inform managers and employees of current changes
Plan and organise activities	**2**	arrange workshops and training
Work with others and in teams	**2**	participate in OHS committees
Use mathematical ideas and techniques	**1**	keep records
Solve problems	**2**	prepare suggested improvements for review
Use technology	**1**	use computer software to prepare education materials

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UNIT LGAPLEM506A	IMPROVE COMMUNITY KNOWLEDGE AND SKILLS IN ENVIRONMENTAL MANAGEMENT PRACTICES
UNIT DESCRIPTOR	This unit covers identifying, implementing and reviewing methods for improving community knowledge and skills in environmental management practices
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Identify the demographic composition of the community and interest groups and organisations in the community	1	Demographic data on community is gathered and collated
		2	Community interest groups and organisations are identified
		3	Data is analysed to identify the composition and characteristics of the local community
2	Identify the community need for information, skills and opportunities for involvement in environmental management practices	1	Relevant information to assist community knowledge, skills and opportunities for community involvement in environmental management is identified, researched and collated
		2	Links with community interest groups, organisations and the broader community are established to identify information, skills and opportunities
		3	Community needs and opportunities for community involvement are established
		4	Gaps between expectations and current environmental management practices in the community are identified
		5	The need for modification or improvement of existing environmental practices in the community is identified
		6	New areas which require the implementation of environmental management practices in the community are identified
3	Identify and assess the effectiveness of methods for creating and raising community awareness of environmental management practices	1	Data on the effectiveness of various methods is gathered and analysed in the context of known community data and environmental management targets
		2	Criteria for determining the range and effectiveness of methods are determined based on known information

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		3	Criteria are applied to known methods in order to determine relative effectiveness
		4	Specialist knowledge and skills are applied to determine the most suitable methods in the community
4	Implement appropriate methods to improve community awareness, skills and involvement in community environmental management practices	1	Financial resources are identified within budget cycles to support the achievement of required outcomes
		2	Personnel are identified, trained and assigned to tasks so that strategy requirements for skills and knowledge are met
		3	Physical facilities and equipment are identified and procured within budget cycles
		4	Prioritised methods are implemented appropriately by identified staff
		5	Improvement in community awareness of environmental issues is achieved in accordance with local policy, procedures and relevant legislative requirements
5	Monitor and review levels of community awareness	1	Regular data is collected and analysed to provide accurate measures of performance
		2	Comparisons are made with required outcomes to assess effectiveness
		3	Recommendations are made for changes to methods and systems
		4	Changes to methods and systems are made to ensure outcomes are achieved
		5	Information obtained during monitoring and review is used to develop new methods and systems which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Data on community	Australian Bureau of Statistics data, community profiles, information gathered from community groups and organisations
Community knowledge	awareness of methods of information distribution, methods for suggesting improvements in systems, knowledge of local authority environmental management policies and practices, knowledge of other organisation's environmental management policies and practices, community education techniques, networks, environmental management expertise

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Community skills	composting, mulching, worm farming, sorting of waste, community education, action learning, media skills, building materials, energy efficiency (e.g. solar, water), vegetation, handling and disposal of toxins
Effectiveness criteria	the range of education and marketing methods used, consistency of involvement, level and quality of training provided, level and quality of involvement from each section of the community, funding and resources required to support the involvement, quality and level of benefit derived from involvement, goals for involvement, available resources and funds

EVIDENCE GUIDE

Critical aspects of evidence	a range of relevant environmental management practices identified and documented community consultation carried out and documented resources identified within budget cycle topics prioritised relevant to community expectations, identified outcomes and resource constraints a variety of methods to improve community knowledge, skills and opportunities for involvement is activated monitoring and review process carried out and results documented
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	environmental issues community needs and expectations Council structure, services, policies and procedures training requirements/networks community development strategies Native Title
Underpinning skills	collection and analysis of quantitative and qualitative data community consultation community education presentation of information to diverse groups/individuals programming of activities program planning implementation and review budgeting evaluation

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Resource implications	access to relevant data sets including Australian Bureau of Statistics, community profiles; access to real or simulated community consultation processes such as workshops, forums, participation in community events
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect information from the Australian Bureau of Statistics and from community profiles and community consultation collate and analyse the information to identify target groups in the community and information and skill requirements
Communicate ideas and information	**2**	conduct a workshop to educate the community on environmental management practices for the community
Plan and organise activities	**2**	plan and organise a launch of a community information kit on environmental practices for the community
Work with others and in teams	**2**	work with a community organisation on an information stall at a local fair/festival
Use mathematical ideas and techniques	**1**	monitor budget
Solve problems	**2**	develop strategy to engage new target group
Use technology	**1**	maintain data base of contacts and financial spreadsheets

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UNIT LGACOM406A	INVESTIGATE ALLEGED BREACHES OF LEGISLATION AND PREPARE DOCUMENTATION
UNIT DESCRIPTOR	This unit covers the administration of relevant legislation to ensure compliance
FIELD	Common Elective Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Identify possible breaches	1	Possible breaches are identified through complaint or other means, recorded in accordance with legislative and Council requirements and notified to more senior staff
2	Investigate alleged breaches	1	Further information is obtained on possible breaches
		2	If inspection is authorised, the alleged offending party is notified and a time scheduled for inspection which is conducted according to Council procedures.
		3	Available information from the inspection is assessed against relevant legislation to determine if a breach has occurred and relevant details are accurately recorded
		4	The complainant is advised of investigation outcomes in accordance with Council policies and procedures
		5	All parties are informed of their rights according to legislation within appropriate timeframes
3	Propose appropriate action to achieve compliance	1	Consultation with the alleged offending party is undertaken to facilitate resolution
		2	Options for action are identified to achieve compliance at the earliest date with the least inconvenience to all parties
		3	A practical action to achieve compliance is selected as a result of consultation and relevant authorities notified, where required

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4	Undertake action to achieve compliance	1	Notices are issued to relevant parties that clearly document breaches and recommend appropriate action to achieve compliance
		2	A clear report recommending appropriate action is prepared and submitted to Council
		3	Proceedings are instigated within the required timeframe in terms of required legal procedure

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Breaches	parking offences, swimming pools, dog nuisances, general by-laws, litter, pollution, unauthorised buildings, businesses operating outside of consent hours, illegal land use, fires, off road vehicles, illegal land fills
Relevant authorities	building surveyors, planners, utilities, water authorities, Council, state government authorities
Council policy and procedures	priority, bona fides of a complainant
Timeframe	statute of limitations, state or territory specific
Legislation	federal, state, territory and local controls
Information	written and oral records, reports, instructions, directions from supervisor/management, interviews (formal and informal), team meetings, reports from other services, agencies, specialists, experts, media

EVIDENCE GUIDE

Critical aspects of evidence	complaints investigated alleged offender consulted notices issued reports compiled	
Interdependent assessment of units	**Prerequisite units:**	nil
	Co-requisite units:	nil

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Underpinning knowledge	Council structure and services relevant legislation and controls forms of action types of notices administration
Underpinning skills	negotiation (provide supporting reasons, consider suggestions of others and respond appropriately) investigation work to timelines inspection techniques for possible breaches communicate with public (adjust communication to accommodate language and cultural differences) select, read and interpret relevant legislation written report: introduce the issues, arguments and supporting evidence and recommend actions
Resource implications	access to workplace or simulated case study that provides the following resources: computers, relevant legislation access to real parties in an action or simulated role play process
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	assess available data and inspect to determine possible breach
Communicate ideas and information	**2**	prepare report to Council
Plan and organise activities	**2**	detect and investigate breach and determine action
Work with others and in teams	**1**	liaise with relevant staff to detect breaches
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	identify and select appropriate action to achieve compliance
Use technology	**1**	use personal computer to carry out basic data entry

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UNIT LGAGOVA201A	ISSUE PERMITS
UNIT DESCRIPTOR	This unit covers the issuing of permits in the Local Government area
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Receive and record applications for permits	1	Applications for permits are received in accordance with Council procedures and community expectation
		2	Applications are accurately recorded in accordance with Council procedures
2	Process applications for permits	1	Applications are checked for accuracy and comprehensiveness
		2	Applications are dispatched to the appropriate department/section or to the applicant
		3	Applications are filed as required by Council procedures
3	Evaluate and make determinations on applications for permits	1	Applications are assessed against set criteria
		2	Determinations are made based on set criteria and Council requirements
4	Issue permits	1	Applicants and relevant Council staff are informed of the determination in accordance with Council procedures
		2	Permits are issued in accordance with Council procedures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Permits	temporary permits to park furniture removal van on nature strip and or footpath, sell from roadside, store building materials on nature strip, construct cross-over or temporary cross-over, connect services, conduct kerbside café, display goods for sale on footpath
Applications	may be processed over the telephone, by letter or over the counter

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EVIDENCE GUIDE

Critical aspects of evidence	record of applications processing in accordance with policies and procedures records of permits issued appropriate communication with public
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	administrative procedures, filing systems, types of permits, Council structure and services, assessment criteria, Council procedures for issuing permits
Underpinning skills	word processing, filing, telephone, written and verbal communication with the public (modifying language to accommodate language and cultural differences)
Resource implications	access to workplace or simulated case study that includes records/filing system, telephone, Council procedures
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	receive, record and file applications
Communicate ideas and information	**1**	inform applicants of the determination
Plan and organise activities	**2**	receive, process and evaluate application
Work with others and in teams	**1**	dispatch application to the appropriate section
Use mathematical ideas and techniques	**0**	
Solve problems	**1**	issue permit
Use technology	**1**	inform applicants via the telephone

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UNIT LGAGOVA409A	MAINTAIN PROPERTY RATES AND RECORDS
UNIT DESCRIPTOR	This unit covers the specific requirements of maintaining an accurate and effective property data base
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Maintain property related information	1	Correct record is identified and accessed
		2	Changes to record, including eligibility for pensioner concession, are completed accurately and within timeframe
		3	Any duplicate records are detected and deleted
		4	New records, together with necessary associated links and data, are added within timeframe
		5	Historical records are maintained
2	Maintain valuation data	1	Values are reconciled to categories of rates and Valuer General valuations
		2	Relevant acts are considered in determining valuation used for rate calculation
		3	Subdivision plans are analysed to ensure new valuations are correctly allocated to new lots and cancelled valuations deleted
		4	Revaluations are checked and processed and any inconsistencies queried
		5	Consolidations or amalgamations are checked and allocated according to plans and their associated values reconciled
3	Compile and maintain financial information	1	Transactions are processed and reconciled within the system and to the general/costing ledger
		2	End of year reconciliations are completed to demonstrate that all properties are properly assessed and accounted for
		3	Notional yield return is completed accurately and is in line with statutory requirements
		4	Internal income estimates from rates and charges for the following year are completed according to Council requirements

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4	Ensure properties are correctly rated	1	Available sources of property information are regularly accessed and inconsistencies or possible changes to rating category or rateable status are noted
		2	Suspected inconsistencies or applicable changes are followed up in accordance with Council policies and within legislative requirements
		3	Properties entitled to rate concessions are checked and those no longer eligible for concessions are noted and updated
5	Prepare for land and environment court action as required	1	Precedents are interpreted to enable appropriate recommendations to be made regarding the possibility of successful court action
		2	Information to support court action if required is prepared clearly, accurately and within appropriate timeframe

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application will also vary according to the level of development in the area and population demographics and according to Council policy regarding responsibility for preparation for action in land and environment courts

Changes to record	change in ownership, address for service of notice, entitlements of owner (pension rebate or other), changes in property description, land area, categorisations, wards, dimensions, land use, valuations, side of street, zoning, conditions, services, notices, flood details, alternate addresses
Historical records	properties cancelled due to subdivisions
Journals	refunds for overpayments, abandonments, changes resulting from errors/court judgements, rebates, pensioner discounts, supplementary levies, interest, postponements, discounts/ concessions (other than pensioners), legal costs, ex-gratia rates, dishonoured cheques
Reconciliation of rates income	by category, rate type, property numbers, valuations at end of year and beginning of year and as required by internal and external auditors
Rate concessions	postponed rates, section allowances, heritage allowances, mixed development apportionment factors and capital contributions

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Relevant acts	relating to valuation of land, forestry, Aboriginal land rights – Native Title; national parks and wildlife
Sources of information	property owners, local newspaper advertisements, Council business papers, personal observation, the public, land titles office, Valuer General's department, property inspections, state/federal and other Local Government bodies, electronic or hard copy white and yellow pages, electoral rolls, government gazettes, publications, circulars
Inconsistencies	no longer farm land, not used for purpose claimed
Follow up may involve	property inspection, photographs, research, accessing further information

EVIDENCE GUIDE

Critical aspects of evidence	maintenance of property related information and valuation data completion of required financial records and reports demonstrated understanding of relevant requirements of Local Government legislation and acts relating to valuation of land understanding of land and environment court process
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	detailed knowledge of sections of Local Government legislation relating to rating and exemptions from rating relevant sections of acts relating to valuation of land Council policy and procedures regarding checking appropriateness of rating categories law of torts relating to trespass and harassment clerical procedures basic accounting principles court representation, land and environment court procedures and processes
Underpinning skills	qualitative and quantitative research locating and interpreting legal precedents accurate record keeping attention to detail report writing written communication

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Resource implications	access to workplace or simulated case study that provides the following resources: copies of relevant legislation, Council policies and procedures, appropriate computer software and records management systems; financial systems and accounting materials
Consistency in performance	evidence will need to be gathered across a range of variables over a period of time including end of financial year
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	access and follow up property classifications
Communicate ideas and information	**2**	provide reports for Council
Plan and organise activities	**2**	plan court representation
Work with others and in teams	**1**	liaise with staff to obtain information
Use mathematical ideas and techniques	**2**	complete financial reports and returns
Solve problems	**2**	reconcile journals
Use technology	**1**	use computer software for reconciling

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UNIT LGAPLEM507A	MAINTAIN SPATIAL DATA BASE
UNIT DESCRIPTOR	This unit covers the input of spatial and textual data and the creation of data sets
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Input data	1	Spatial features are created using appropriate geometric techniques
		2	Spatial features are identified and linked to data bases
		3	Data is imported as required from other digital systems
		4	Integrity of data is maintained in accordance with Council policy and procedures and industry standards
2	Create relationships	1	Relationships between data sets are created in accordance with policy, procedures and industry standards
3	Create and maintain data sets	1	Data is captured and integrated into system in line with Council's GIS standards
		2	Data captured meets user requirements for accuracy
		3	Data is updated and upgraded to ensure required levels of accuracy are achieved

RANGE OF VARIABLES

Application of the competency will vary according to the level of development of Council's GIS and Council policies regarding usage of GIS in corporate management

Relationships	historical, new relationships, relationships between virtual features
Integration of data	conversion, input
Integrity of data	accuracy, quality (may be affected by age/condition of hard copy documents), currency, completeness, resolution, confidence limits, scale

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Geographic information systems standards	survey accuracy for engineering purposes, sufficient accuracy for town planning needs using large scale plans and maps, graphical accuracy to meet clerical administration needs

EVIDENCE GUIDE

Critical aspects of evidence	appropriately applies geometry, mathematics and spatial referencing system concepts
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	cadastral features land law geographical positioning system Council policies and standards relating to GIS industry standards
Underpinning skills	analysing options researching and accessing information attention to detail
Resource implications	access to GIS data base and examples of Council policies, procedures and standards
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	import data and create relationships
Communicate ideas and information	**2**	liaise with clients
Plan and organise activities	**2**	input data and maintain data sets
Work with others and in teams	**2**	clarify user requirements for accuracy
Use mathematical ideas and techniques	**3**	apply geometric techniques
Solve problems	**3**	create new relationships between data sets
Use technology	**2**	integrate and upgrade data

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UNIT LGAPLEM609A	MANAGE COUNCIL PARKING SYSTEM AND INFRASTRUCTURE
UNIT DESCRIPTOR	This unit covers the need for parking, development of options and assessment of their effectiveness
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Determine the need for parking	1 Records and statistics are monitored to identify problems and areas of demand 2 Complaints, requests and comments are analysed to identify problems and areas of demand 3 New and planned developments are investigated and reviewed
2 Develop a strategy for the provision and/or management of parking	1 The aims and objectives of the strategy are agreed on 2 Practical and comparable options are prepared for consideration 3 Consultation is undertaken with relevant interested parties so that the impact of the strategy is clearly identified 4 The draft strategy is clearly documented based on a presentation of evidence and logical arguments 5 The draft strategy is developed to ensure compatibility with the plans of other relevant authorities 6 Achievable schedules and timeframes are prepared that clearly identify priorities
3 Prepare submission for consultation and Council approval	1 Submissions to the draft strategy are invited from interested parties 2 Final parking strategy documents with recommendations are prepared incorporating the input of interested parties 3 A submission to Council is made in accordance with requirements 4 Endorsements and approvals are obtained from other relevant authorities
4 Implement endorsed strategies	1 Parking works are recommended to the construction program to ensure construction is undertaken at the most appropriate time and in budget

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2 Affected parties are advised of proposed works to minimise disruption and inform of changes
3 Implementation is monitored within agreed timeframe
4 Records and statistics are monitored to measure the effectiveness of the parking provision
5 Complaints, requests and comments are reviewed to determine ongoing acceptance of the parking provision

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Interested parties	traders, residents, chamber of commerce, shoppers, local residents, business traffic, public transport, disabled, special interest groups, land owners, schools, child care facilities, sporting organisations, visitors/tourists, cyclists
Types of parking	car, cycle, sheltered, loading zones, bus zones, disabled, off road, parallel, angle, centre of road, multi storey, restricted zone, inter modal, bus bays, school set down areas, short-term, long-term

EVIDENCE GUIDE

Critical aspects of evidence	produce accurate information analyse sites and information interpret standards and guidelines develop survey conduct thorough research of parking practices and behaviour assess supply and demand
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	associated legislation generation rates standards and guidelines Council structure and services equipment available community and business expectations local knowledge planning and development principles

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Underpinning skills	policy interpretation qualitative and quantitative research methodology written and verbal reporting application of relevant legislation application of standards forecasting community trends estimating resources and cost control computation
Resource implications	access to workplace or simulated case study that encompasses the following resources: records systems and statistical information; relevant legislation; real or simulated consultation process with relevant parties such as traders, residents, interest groups, schools
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	collate and analyse relevant information to inform strategy
Communicate ideas and information	**2**	consult with community
Plan and organise activities	**3**	implement parking works and monitor their effectiveness
Work with others and in teams	**2**	liaise with police, schools, local laws, road users, road authorities
Use mathematical ideas and techniques	**3**	analyse statistics, supply/demand for parking
Solve problems	**3**	formulate options, negotiate with community, change layouts for efficiency
Use technology	**3**	access computer data bases, parking meter surveillance and parking meter signs

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UNIT LGAPLEM610A	MANAGE DATA WITHIN COUNCIL'S GEOGRAPHIC INFORMATION SYSTEM
UNIT DESCRIPTOR	This unit covers the capture, update, storage, validation and upgrade of both data and systems and ensuring their integrity
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Determine data requirements	1	Business needs are identified in consultation with all functional areas of Council
		2	Data requirements are defined in accordance with business needs
2	Implement data standards	1	Appropriate data standards are implemented consistent with industry standards
		2	All data complies with implemented standards
		3	Opportunities for continuing improvement are investigated, assessed and implemented
3	Coordinate data capture and conversion	1	Data acquisition strategies are developed to meet defined requirements
		2	A range of appropriate technologies for data acquisition is used
		3	Data is converted using appropriate technical interfaces
		4	The effects of spatial and temporal resolution of the information content of remote sensed data are taken into account in assessing the data
4	Implement data maintenance and validation procedures	1	Routines for data validation and maintenance are developed and implemented
		2	Versions of data and related systems are documented to ensure reliable historical tracking and accessibility
		3	Appropriate data is collated into one system for transfer and integration into other systems
5	Develop and implement data quality and security assurance procedures	1	Quality procedures for data acquisition, storage and supply are developed and implemented
		2	Meta-data standards are developed and implemented in line with industry best practice

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		3	Regular audits of data quality are performed and followed up with appropriate advice
		4	Systems for archiving and backup of the data resource are implemented
6	Provide input into Council systems' development	1	Timely advice and forecasting of data storage capacity, processing capability and other requirements are provided to management to ensure Council's GIS requirements are recognised and considered in the budget
		2	Input is provided to upgraded or new Council systems

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will also vary according to the level of development of Council's GIS and Council policies regarding usage of GIS in corporate management

Data input technologies	remote sensing including aerial photography, digitising, scanning, coordinate geometry
Data standards	standards relating to acquisition, storage and quality as determined by user requirements

EVIDENCE GUIDE

Critical aspects of evidence	high level of proficiency in both managing tasks and carrying them out directly data requirements meet business needs reliable, timely and cost effective information provided
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	professional/legal liability of certificate issued using GIS as part of basis for issue use and physics of remote sensing technologies including aerial photography data input technologies including digitising, scanning, remote sensing effects of spatial and temporal resolution of the information content of remote-sensed data data base management technologies data output and distribution technologies including scripting, query languages, macro development, graphic interfaces, networks, remote access

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	quality standards information management techniques complex spatial information technologies, spatial phenomena and data legislation relating to land tenure, environmental planning, surveying, natural and built resources, infrastructure current standards across the organisation and the industry quality improvement practices broad knowledge of different function areas of Council
Underpinning skills	planning sequence of work management of data process judgement relating to suitability of data quality management
Resource implications	access to workplace or simulated case study that incorporates the following resources: complex spatial information technologies including digitising, scanning, remote sensing, aerial photography; spatial phenomena and data; data output and scripting technologies including scripting, query languages, macro development, graphic interfaces, networks, remote access; legislation relating to land tenure, environmental planning, surveying, natural and built resources; information management systems
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	identify business needs across Council
Communicate ideas and information	**3**	provide input into Council information technology system development
Plan and organise activities	**3**	develop data acquisition strategies
Work with others and in teams	**2**	work with all areas of Council
Use mathematical ideas and techniques	**2**	use data validation routines
Solve problems	**2**	develop new systems
Use technology	**3**	develop and implement routines to validate and maintain data

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UNIT LGACOM407A	MANAGE FINANCES WITHIN A BUDGET
UNIT DESCRIPTOR	This unit covers allocation of funds, management of cash flow and preparation of financial reports
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Allocate funds	1	Funds are allocated according to agreed priorities and Council requirements
		2	All relevant people are kept informed of resource decisions, allocations and usage
		3	Records of resource allocation and usage are current and complete according to relevant legislation and Council/department requirements
2	Manage cash flow	1	All documentation on cash flow is up-to-date and accurate
		2	Cash receipts and payments are monitored against budgeted cash flow
		3	Relevant employees/departments are consulted to determine the likely pattern of cash flows and to anticipate any unusual receipts/payments
		4	Forecasts of future cash flows are made in accordance with available information
		5	Cash budgets are presented in the approved format and clearly indicate net cash requirements
		6	Significant deviations from the projected cash flow requirements are identified, assessed and appropriate action taken
		7	Cash budgets are developed to ensure effective utilisation of available funds whilst maintaining an adequate level of liquidity
3	Monitor and control activities against budget	1	Systems are implemented to facilitate timely and accurate monitoring of actual income and expenditure against budgetary predictions
		2	Actual income and expenditure is checked against budgets at regular designated intervals

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		3	Deviations from expected budget estimates/expenditure are identified and addressed and/or reported according to Council requirements
		4	Departments/relevant employees are advised of financial status with regard to budget allocations and expenditure
4	Prepare reports	1	Financial reports are prepared which are accurate, clear and concise
		2	Financial reports are prepared within required timeframes according to Council/department, auditing and legislative requirements

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Budgets may be for large or small departments or particular programs or projects of various sizes

Relevant people	employees affected by the budget, management, the finance department, elected members, any relevant people/bodies outside of Council, contractors, members of the public
Auditing and legislative requirements	Australian accounting standards, Local Government Act and regulations

EVIDENCE GUIDE

Critical aspects of evidence	unexpected changes (e.g. loss of income or funding) are identified and impact minimised finances are managed within budget and any variations are managed in accordance with Council procedures
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant legislation and Australian accounting standards auditing requirements relevant Council/department requirements and guidelines budget processes and procedures relevant accounting procedures

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Underpinning skills	forecasting contingency management review reporting consultation
Resource implications	access to workplace or simulated case study that provides the following resources: financial management systems and records; copies of relevant legislation and accounting standards; examples of Council guidelines and procedures
Consistency in performance	evidence will need to be gathered over time across a range of variables during a full twelve month budgetary cycle
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	maintain current records of resource usage
Communicate ideas and information	**1**	advise departments/relevant employees of financial status
Plan and organise activities	**1**	organise meetings to advise on financial status
Work with others and in teams	**1**	consult with employees and departments to determine likely pattern of cash flow
Use mathematical ideas and techniques	**2**	make budget forecasts and estimates of future flows in accordance with available information
Solve problems	**1**	identify and address derivation from expected budget estimates and expenditure
Use technology	**1**	computerise budget records

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UNIT LGAPLEM508A	MANIPULATE AND ANALYSE DATA WITHIN GEOGRAPHIC INFORMATION SYSTEMS
UNIT DESCRIPTOR	This unit relates to extracting, comparing and manipulating data in response to customer requests
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Develop procedures for manipulation and analysis of data	1	Desired data format is specified and based on job requirements
		2	Parameters are specified for manipulation of the data sets
		3	New procedures are documented clearly explaining the procedure and rationale for development
2	Establish models required to provide outcome	1	Applicability of existing tools, models, theories, applications and solutions is evaluated
		2	Feasible parameters, equations, assumptions are specified
		3	Models required to provide specified outcome are established
3	Analyse data	1	Steps to be undertaken to analyse and manipulate data are specified
		2	Source data limitations and other restricting factors are taken into account when selecting techniques for analysis
		3	Data is isolated and retrieved from its source
		4	Data is interrogated to ensure reliability
		5	Data is prepared for presentation media

RANGE OF VARIABLES

Application of the competency will vary according to the level of development of Council's GIS and Council policies regarding usage of GIS in corporate management

Customer	internal, external
Factors	time, command line operation, menu drivers options
Source data limitations	currency, structure, accuracy, source of data

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EVIDENCE GUIDE

Critical aspects of evidence	suitable procedures developed new procedures documented appropriate models used and/or created
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LGAPLEM512A - Provide GIS information
Underpinning knowledge	data base structures scripting/commands line instructions/programming operating systems: UNIX, DOS, Windows, NT range of tools, models, theories, applications, solutions data analysis and manipulation techniques
Underpinning skills	analysing options using tools within software to manipulate data reading external data sets into data model
Resource implications	access to GIS data bases and operating systems
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	analyse existing tools, models, theories
Communicate ideas and information	**2**	explain the process and rationale
Plan and organise activities	**2**	set parameters and analyse data
Work with others and in teams	**1**	clarify request with the customers
Use mathematical ideas and techniques	**2**	specify feasible equations
Solve problems	**3**	evaluate existing approaches and establish models
Use technology	**3**	evaluate and manipulate software data

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UNIT LGAGOVA613A	MEASURE COST OF PROVIDING AND MAINTAINING COUNCIL'S ASSETS
UNIT DESCRIPTOR	This unit covers the development, review and implementation of systems to measure the cost of continuing to provide and maintain existing assets
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Measure life cycle costs of asset	1	All costs attributable to each phase in asset's life cycle are established
		2	Asset alternatives are compared to costs applicable to allow effective planning
		3	Optimum cost to maintain and operate asset is established
		4	Annual costs within the assets life cycle are compared to funding levels available or needed to provide agreed level of service or maintenance of asset
2	Set up systems to measure costs	1	Measurement criteria for managing assets are determined for labour, plant and materials
		2	Appropriate unit rates are developed for asset classes to enable comparison of service level costs
		3	Cost reporting activity codes are set up
3	Measure cost of service provision and asset maintenance	1	Relevant information is accessed from general ledger or other systems
		2	Service level options are identified within Council requirements and assessed against costs of provision to determine best option
		3	Cost of scheduled maintenance is monitored and compared against projected cost and reasons for discrepancies identified and addressed in future planning
4	Collect information to inform maintenance scheduling	1	Possible uses of information are defined to ensure effective information gathering and analysis and responsibility for provision of information is assigned
		2	Current information is used in programming maintenance work and issuing instructions

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5	Use information to improve service delivery	1	Information is analysed to identify possible improvements in service delivery methods
		2	Results of analysis and implications are discussed with personnel responsible for the work and improved practices identified where possible
		3	Improvements in service delivery are recommended/implemented within level of authority in line with Council policy and procedures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plant and equipment
Service level options	response times, frequency of maintenance, quality of maintenance
Methods of service delivery	contractor, day labour, gang
Uses of information	improvements, benchmarking, reviewing of delivery methods, reviewing cost efficiency, reviewing performance, market testing, comparison with other service providers/contractors

EVIDENCE GUIDE

Critical aspects of evidence	monitoring cost of scheduled maintenance use of current information to determine existing service levels and cost structures
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	basic knowledge of general ledger chart of accounts service levels range of measurement criteria for managing assets

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Underpinning skills	writing recommendations negotiating with personnel analysing information
Resource implications	access to workplace or case study that encompasses resources on accounting and costing principles and processes; real or simulated information on Council assets and costs of scheduled maintenance
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	use information in programming of works
Communicate ideas and information	**2**	recommend improvements to service delivery
Plan and organise activities	**2**	allocate responsibility for provision of information
Work with others and in teams	**2**	discuss implication with personnel
Use mathematical ideas and techniques	**3**	measure life cycle costs
Solve problems	**2**	analyse information to identify improvements
Use technology	**3**	determine measurement criteria for the services provided

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UNIT LGAEHRR301A	MONITOR AND CONTROL STANDARDS OF ACCOMMODATION
UNIT DESCRIPTOR	This unit covers the monitoring, inspection and control of accommodation to ensure health and safety of occupants
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Assess suitability of proposed accommodation	1 Written or verbal communication between relevant parties is undertaken in a clear, concise manner 2 Plans are approved by comparing details against legislation, codes of practice and Council requirements 3 Premises are inspected for compliance with approved plans 4 Other appropriate Council departments and authorities/organisations are liaised with to ensure relevant approvals are obtained 5 Interpretations, assessments and judgements are made that maximise the functionality of premises within relevant legislation and codes of practice
2 Process applications for accommodation	1 Applications are checked for completeness, accuracy and payment of fees 2 Inspection of premises is undertaken to ensure compliance with relevant legislation, codes of practice and Council requirements 3 Certificates of registration are checked for accuracy, completeness and inclusion of appropriate conditions prior to issue
3 Undertake inspection of accommodation	1 Inspection schedules are established by ranking accommodation according to risk factors within relevant legislation, codes of practice and Council requirements 2 Inspections are carried out in accordance with codes of practice, legislation and Council requirements 3 Accommodation standards are applied to an assessment of prescribed and non-prescribed premises to protect public health within the bounds of legislation and consumer expectations

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		4	Reports to statutory authorities, Council and proprietors of accommodation premises are prepared which show clear requirements to be met and identify works required to be undertaken within a specified timeframe
4	Investigate reports of inadequate dwelling standards	1	Accommodation investigations are identified from reports and assessments and prioritised according to risk factors
		2	An appropriate form of investigation is determined based on an assessment of the nature of the problem
		3	Investigation is carried out efficiently within priorities and regulatory and Council requirements
		4	Data and information are collected using applicable procedures to clearly determine the problem
		5	Action on the accommodation problem is determined and undertaken to minimise the problem and the likelihood of recurrence
		6	A report is prepared and submitted to Council for information or direction
5	Institute proceedings for closure of a public building	1	An offence or a threat to public health is established through detection of a breach of relevant legislation, Council policy or standards relating to public building safety
		2	Information related to an offence is collated through a review of existing documentation
		3	Additional information is obtained by interview and assessment to assist in substantiation of details of the offence
		4	A decision to proceed with prosecution, issue a warning or undertake no further action is determined according to Council resolution

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Accommodation may include	prescribed, non-prescribed, boarding houses, hotels, hostels, apartment houses, residential dormitories, halls of residence, caravan parks, camping grounds, public places, domestic dwellings, flats, units, rental accommodation
Statutory authorities may include	department of planning, building control division, Council, planning authorities

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Risk factors may include	number of people accommodated, floor area, furniture, bedding, food hygiene, cleanliness, sanitation, facilities, infectious agents, modes of transmission, functionality, repair and maintenance, lighting, ventilation, fire safety
Inspection may include	microwave oven testing, kitchens, air conditioning units, electric wiring, exit points signage
Council requirements may include	Council policies, procedures and guidelines; strategic, business and management plans; and local ordinances, laws and by-laws
Legislative requirements may include	federal, state/ territory and Local Government legislation
Communication may include	use of interpreter, written, oral

EVIDENCE GUIDE

Critical aspects of evidence	risks to OHS identified and resolved
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant legislation, Australian standards and codes of practice accommodation standards communicable/infectious diseases control of diseases safety standards
Underpinning skills	communication with public and Council plan interpretation administration inspection report writing
Resource implications	access to workplace or simulated case study that reflects examples of different accommodation premises and risk situations; information pertaining to relevant legislation, Australian standards, codes of practice and Council guidelines/procedures
Consistency in performance	competency must be demonstrated in all elements across a range of variables significant to Council's size, location and strategic plan.
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	collate information related to an offence
Communicate ideas and information	**2**	communicate with range of relevant parties
Plan and organise activities	**2**	organise inspection schedules
Work with others and in teams	**2**	liaise with relevant authorities
Use mathematical ideas and techniques	**1**	read and interpret plans
Solve problems	**2**	make decision to proceed with legal action
Use technology	**1**	use word processing software

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UNIT LGAEHRR302A	MONITOR AND CONTROL STANDARDS OF PUBLIC SWIMMING POOLS
UNIT DESCRIPTOR	This unit covers the monitoring, inspection and testing of swimming pools to ensure health standards for the public
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Assess suitability for classification as a public swimming pool	1	Plans are approved by comparing details against legislative requirements and codes of practice
		2	Premises are inspected for compliance with approved plans
		3	Consultation and advice is provided to interested parties to enable informed decision making to occur
		4	Relevant approvals are coordinated with appropriate departments and authorities
		5	The functionality of the premises is maximised through interpretation, assessments and judgements within relevant legislation and codes of practice
2	Process applications for public swimming pools	1	Applications are checked for completeness, accuracy and payment of fees
		2	Inspection of premises is undertaken by relevant personnel to ensure compliance with relevant legislation and codes of practice
3	Undertake inspections of public swimming pools	1	Inspection schedules are established in accordance with relevant authority recommendations and Council requirements
4	Investigate reports of inadequate water treatment and overcrowding	1	Water quality is maintained by periodic chemical and bacteriological sampling of pool water
		2	An appropriate form of investigation is determined based on the water sampling results and the perceived nature of any problem
		3	Investigation is carried out promptly within priorities and established guidelines

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		4	Data and evidence are collected thoroughly using applicable procedures to clearly determine the problem
		5	Results of pool sampling are recorded and filed
5	Detect and rectify breach of standards	1	A threat to public health is established through detection of a breach of the standards relating to swimming pool safety
		2	Additional information is obtained as required to assist substantiation of breach
		3	Action is instituted to close the swimming pool to the public until the breach is rectified
		4	Repeat sampling of waters or other remedial action is instituted to ascertain that breach has been corrected before pool is reopened to public

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Swimming pools may include	Council and privately owned, spas, 'public access' only
Council requirements may include	Council policies, procedures and guidelines; strategic, business and management plans; and local ordinances, laws and by-laws
Legislative requirements may include	federal, state/ territory and Local Government legislation
Information may include	records (written and oral), reports, instructions, directions from supervisor/management, interviews, formal and informal team meetings, reports from other services, agencies, specialists, experts, media

EVIDENCE GUIDE

Critical aspects of evidence	adherence to legislative and safety requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning skills	intervention coordination inspection plan interpretation water analysis and testing

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Resource implications	access to workplace or simulated case study that includes inspection of public swimming pool; copies of relevant legislation, Council policies, procedures and guidelines
Consistency in performance	competency must be demonstrated in all elements across a range of variables significant to Council's size, location and strategic plan.
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	check plan against legislative requirements and codes of practice
Communicate ideas and information	**2**	consult and provide advice
Plan and organise activities	**2**	organise inspection schedules
Work with others and in teams	**1**	inform relevant parties of actions
Use mathematical ideas and techniques	**2**	analyse water
Solve problems	**2**	identify an appropriate form of investigation
Use technology	**1**	use word processing software

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UNIT LGAGOVA614A	MONITOR AND MAINTAIN QUALITY OF ASSET MANAGEMENT SYSTEM
UNIT DESCRIPTOR	This unit covers the auditing of asset performance, management of assets and best practice benchmarking
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Develop and implement management control process	1	Roles and devolved responsibilities of business units/departments are clarified to ensure effective management of assets in line with corporate objectives and responsibilities
		2	Specific reporting and monitoring standards required from business units/departments in line with statutory and corporate requirements are determined and complied with
		3	Information systems are established and maintained which provide the information necessary for effective and efficient asset management for all levels within the organisation
		4	Regular audits are arranged, where appropriate to the organisation, to establish a continuous improvement cycle
2	Review existing practices, procedures and systems	1	Assessments of current status of asset management activities within various business units/departments are conducted regularly in line with asset management plan
		2	Milestones and targets are set up and adhered to by the groups responsible
		3	Areas of difficulty are identified and strategies developed to overcome these difficulties
		4	Consistency in approach to asset collection is ensured by implementation of cost-effective checking techniques
3	Review service levels	1	Current levels of service provided by the asset stock are critically examined
		2	Areas of possible improvement in the effectiveness and efficiencies of owning and operating the assets are identified in consultation with relevant personnel

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4	Benchmark performance of asset management	1	Organisations offering effective benchmarking opportunities are identified
		2	Appropriate benchmarking is undertaken to enable continuous improvement in asset management strategies and practices

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plant and equipment
Levels within the organisation	corporate, divisional business units/departments, facilities, workforce
Appropriate organisations for benchmarking	organisations involved in the delivery of the same infrastructure services, infrastructure asset owners who undertake a similar delivery of service to customers, any organisation that undertakes the delivery of a product by the effective management of assets
Comparison of infrastructure	number of assets, complexity of assets (their sophistication and issues involved), age of the asset base, quality of the assets constructed, levels of service provided or demanded
Asset management activities	introduction of information systems, data capture program, studies
Difficulties	weaknesses, problems and pitfalls encountered by staff
Regular audits	internal or external
Checking techniques	spot checks

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EVIDENCE GUIDE

Critical aspects of evidence	consistency of reporting and consistency of practices in all relevant business units continuous improvement strategies being implemented at unit and management levels
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	benchmarking practices quality management principles and procedures organisational and industry functions effective management practices statutory annual reporting requirements information systems and barriers to effective communication
Underpinning skills	consultation and liaison team participation and management critical analysis lateral thinking
Resource implications	access to workplace or case study that encompasses: real or simulated information systems on Council assets; audit arrangements; benchmarking studies
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	establish benchmarks
Communicate ideas and information	**3**	develop and maintain information system
Plan and organise activities	**3**	set up milestones and targets
Work with others and in teams	**3**	identify areas of improvement in consultation
Use mathematical ideas and techniques	**0**	
Solve problems	**3**	develop strategies to overcome difficulties
Use technology	**0**	

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UNIT LGAEHRR303A	MONITOR AREAS UNDER COUNCIL JURISDICTION
UNIT DESCRIPTOR	This unit covers monitoring areas under Council jurisdiction to ensure compliance with Council by-laws
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Inspect designated areas	1	Designated areas to be inspected are identified and defined
		2	Routine inspections of identified and defined areas are carried out in accordance with Council requirements
		3	Non-routine inspections are carried out in accordance with Council requirements
2	Identify, assess and act on risks to the public and the environment	1	Risks to the public and the environment are identified and the level of risk is determined
		2	Appropriate action is taken and reported in accordance with legislative and Council requirements
		3	Evidence of offence is gathered and documented in accordance with Council procedures
3	Respond to complaints regarding risks to public health and safety or possible breaches of legislation	1	Complete details of complaint are obtained and assessed for further action
		2	Complainant is advised of proposed action in accordance with Council procedures
		3	Evidence is gathered and documented in accordance with Council procedures and guidelines
		4	Diaries or reports of incident are fully completed in accordance with Council standards
4	Maintain records	1	Information is recorded in accordance with Council and legislative requirements
		2	Details are recorded clearly, legibly and accurately
		3	Records are secure, accessible and up-to-date

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Areas	beaches, foreshores, parklands, reserves, waterways, illegal land fills, parking, building sites, fairs/shows, pedestrian precincts/malls, backyard pools, siltation, any other areas under Council jurisdiction
Risks	irate motorists, congested traffic, building sites, used syringes, intoxicated persons, overhanging foliage, chemicals, bushfire, parking, animals, noxious weeds, jet skis, toxins
Appropriate action	requiring alleged illegal work to stop, once site has been made safe advising alleged offending party and complainant(s) of Council policy and procedures advising alleged offending party and complainant(s) of proposed next action

EVIDENCE GUIDE

Critical aspects of evidence	routine and non-routine inspection risk assessment response to complaints records collected and maintained incident reports completed in accordance with Council standards
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council structure and services Council area Council policies and procedures regarding risks to public health and safety and relevant legislation community needs/expectations relevant legislation
Underpinning skills	inspection techniques risk identification verbal communication with public appropriate to cultural and language background of the individual/group record keeping written reports: record events in sequence administration

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Resource implications	access to workplace or simulated case studies that encompasses a range of Council areas of responsibility and risks
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	assess risks from available data
Communicate ideas and information	**1**	inform public of relevant actions in accordance with legislation and/or Council procedures
Plan and organise activities	**1**	plan routine and non-routine inspection
Work with others and in teams	**1**	liaise with relevant staff in Council
Use mathematical ideas and techniques	**0**	
Solve problems	**1**	assess complaint and propose action
Use technology	**0**	

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UNIT LGAGOVA410A	MONITOR COUNCIL PROCEDURES TO ENSURE COMPLIANCE WITH RELEVANT LEGISLATION
UNIT DESCRIPTOR	This unit covers the monitoring of Council compliance procedures to ensure they are in line with legislative requirements and based on up-to-date information
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Maintain up-to-date knowledge of relevant legislation	1 Sources of information on relevant legislation are identified and accessed 2 Strategies are established to ensure dissemination of information on legislation to relevant staff 3 Knowledge of legislation that is significant to Local Government is up-to-date
2 Monitor procedures to ensure compliance	1 Procedures are examined to ensure compliance with relevant legislation 2 Required changes to procedures are identified 3 Relevant personnel are advised about required changes

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Legislation	federal, state, Local Government by-laws
Sources of information	Australian Government Publishing Service, state/territory parliament, manager/directors, other agencies and departments

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EVIDENCE GUIDE

Critical aspects of evidence	strategies for ensuring staff have current information procedures identified/reviewed for compliance
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council procedures for compliance relevant legislation
Underpinning skills	interpretation of the impact of legislative changes on Council procedures maintenance of internal communication channels analysis: read and critically interpret structurally intricate information clear and comprehensive reporting of analysis of information
Resource implications	access to workplace or simulated case study that enables access to observe Council meetings
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	identify and collate relevant information from legislation
Communicate ideas and information	**2**	advise personnel of required change to procedures
Plan and organise activities	**2**	organise briefing for staff on proposed legislative changes
Work with others and in teams	**1**	liaise with relevant staff
Use mathematical ideas and techniques	**0**	
Solve problems	**0**	
Use technology	**1**	use personal computer for basic data entry

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UNIT LGAEHRH506A	MONITOR PREMISES TO MINIMISE THE SPREAD OF INFECTIOUS DISEASES
UNIT DESCRIPTOR	This unit covers monitoring premises and practical intervention to reduce the spread of infectious diseases
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Process applications for registration of premises	1 Applications are checked for completeness, accuracy and payment of fees 2 Premises are inspected to ensure compliance with relevant legislation, codes of practice and Council requirements 3 Certificates of registration are checked for accuracy, completeness and inclusion of appropriate conditions prior to issue
2 Inspect premises where there is the risk of infectious diseases	1 Inspection schedules are established by ranking specified premises according to risk factors within legislative requirements, Council policy and codes of practice 2 Inspections are carried out in accordance with codes of practice, legislation and Council requirements 3 Reports to proprietors of specified premises are prepared which show clear requirements to be met and identify changes in procedures to be made
3 Undertake sampling and analysis	1 A sampling program is developed which identifies parameters according to classification risk and previous history 2 Sampling schedules are established according to legislative requirements, Council policy and risk factors 3 Procedures for sampling, storage and transport are carried out in accordance with legislative requirements, Council policy and codes of practice 4 Analysis is undertaken according to prescribed standards and procedures 5 Analysis reports are interpreted to determine appropriate further action required

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Specified premises may include	hairdressers, tattooists, acupuncturists, ear and body piercing salons, beauty parlours, swimming pools and spas, cooling towers, reticulated and warm water systems
Relevant legislation, code of practice may include	federal, state/ territory and Local Government legislation including relevant health acts, departmental codes of practice, regulations under Acts of Parliament, Australian standards
Council requirements may include	Council policies, procedures and guidelines; strategic, business and management plans; and local ordinances, laws and by-laws
Methods of control may include	preventative, control of patients, contacts, immediate environment
Pest/vector control may include	data collected by sampling of faecal blood, vectors
Hygiene practices and procedures may include	personal, structural, client

EVIDENCE GUIDE

Critical aspects of evidence	demonstrated knowledge of applicable legislation, codes of practice and Council requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	infectious/communicable diseases transmission of diseases control of infectious diseases education/training programs personal hygiene practices/procedures
Underpinning skills	administration taking samples analysing samples inspections
Resource implications	access to workplace or simulated case study that provides the following resources: inspection process of premises; information management systems; copies of relevant legislation, standards, codes of practice and Council procedures/guidelines

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Consistency in performance	competency must be demonstrated in all elements across a range of variables significant to Council's size, location and strategic plan
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	gather and collate quantitative and qualitative information
Communicate ideas and information	**2**	prepare and deliver public education programs
Plan and organise activities	**1**	plan and organise a meeting
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	measure and take readings of relevant materials and at appropriate sites
Solve problems	**1**	establish inspection schedules
Use technology	**1**	measure and test equipment

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UNIT LGAEHRR304A	OPERATE AND MAINTAIN COUNCIL POUND FACILITIES
UNIT DESCRIPTOR	This unit covers the general operation and maintenance of pound facilities
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Maintain operational registers and records	1	Registers and records are stored, updated and transferred in accordance with Council and individual register requirements
2	Undertake minor design of animal housing	1	Animal housing is designed in accordance with Council planning, policies and procedures
3	Maintain pound structures, grounds and associated facilities	1	Minor repairs are carried out on sheds and fences
		2	Grounds are maintained according to Council requirements
		3	Pound is cleaned and waste disposed of in accordance with occupational health and safety and Council requirements

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Registers and records	daily bills, receipts, complaints, care and attention, brands, advertising, unclaimed animals, monthly reports, procedure sheets, applications for registration (could be stored on computer)
Minor design	various types of construction materials, methods of noise control, size of pens/exercise yards, isolation facilities, veterinary requirements, food storage/preparation, shade area for stock, holding areas, waste disposal
Minor repairs	woodwork, metalwork, roof repairs

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EVIDENCE GUIDE

Critical aspects of evidence	comprehensive and accurate registers sheds and fences in good repair waste disposal in accordance with OHS and Council requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council structure and services general maintenance equipment capabilities and uses animal handling techniques irrigation/watering
Underpinning skills	equipment operation yard operation minor maintenance to fences and sheds maintenance of facility to adequate health and safety standards animal food handling/preparation cleansing of animal holding areas written report: record events in sequence
Resource implications	access to workplace or simulated case study that contains simulated equipment and facilities and other competency requirements including animals, food, waste disposal, registers and records systems
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	update and transfer records
Communicate ideas and information	**1**	write monthly reports
Plan and organise activities	**1**	maintain grounds and pound structure
Work with others and in teams	**1**	deal with suppliers
Use mathematical ideas and techniques	**1**	deal with suppliers
Solve problems	**1**	carry out repairs
Use technology	**1**	use data base

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UNIT LGAEHRW507A	PLAN AND COORDINATE A WASTE COLLECTION/ RECYCLING SERVICE
UNIT DESCRIPTOR	This unit covers identification of needs, markets and service options and the implementation, evaluation and review of services
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Identify waste collection service needs	1	The volume and type of waste to be collected is determined from a review of audited waste stream information
		2	The frequency of collection is determined from an assessment of the nature and volume of waste within the community, cost and public health requirements
2	Identify recoverable waste	1	Recoverable waste is clearly defined based on components of the waste stream that can be re-used or recycled
		2	An inventory of recoverable waste is prepared through an assessment of the waste stream using predetermined definitions
3	Identify markets for recoverable waste	1	Current waste service is reviewed to establish level of local market opportunities
		2	Existing local commercial markets are identified and assessed to determine current and future market opportunities
		3	Information of market strategies for recoverable waste is obtained
		4	Operating cost shortfalls are identified and options presented to Council for resolution
4	Assess effectiveness of current services	1	Quantifiable and comparative performance measures are established to determine if community needs are being met
		2	Realistic and achievable performance targets for sorting, processing and recovery methods are established within available resources and local performance expectations
		3	Relevant data on current services is collated to enable a comprehensive and statistically valid performance assessment
5	Identify, evaluate and prioritise service options	1	Current industry best practice is identified through a comprehensive review of recognised sources

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		2	Achievable options to meet needs are specified in accordance with local policy
		3	Evaluation criteria are established to meet targets, taking into account local needs and constraints
		4	Options are evaluated through an assessment against criteria in an objective manner
		5	Options are prioritised so that sorting, processing and recovery needs can be met within favourable cost benefit ratio
6	Prepare performance specifications	1	Measurable and quantifiable performance criteria are identified based on audit data and results of needs assessment
		2	Performance levels are specified to meet waste management strategy targets whilst protecting current activity levels in accordance with local authority requirements
		3	Relevant documentation is prepared that incorporates performance levels and protects local interests within local and statutory requirements
7	Assess submissions to undertake service(s)	1	Criteria are established to enable an objective assessment of submissions
		2	The impact of statutory and local requirements are considered in assessing submissions
		3	Submissions are assessed against criteria to determine the most cost effective and suitable proposal
8	Implement service	1	All users are advised of service details prior to implementation
		2	Required resources to implement the service are procured within budget
		3	Sorting and waste recovery services are planned and scheduled in line with accepted submissions
		4	Services are undertaken in terms of agreed service specifications
9	Monitor and review services	1	Data is collected regularly and analysed to provide accurate measures of performance
		2	Comparisons are made with agreed service specifications to assess effectiveness
		3	Changes to implemented service are made as required in a timely manner to ensure required performance levels are maintained
		4	Information obtained during monitoring and review is used to develop new service options which are based on accumulated knowledge and experience

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Waste/recycling collection services	day labour, contract services, kerbside collections, door to door, centralised, transfer station
Market types	domestic, local industry, local commercial, paper recyclers, glass manufacturers
Recyclable material	plastics, oil, aluminium, glass, steel, timber, bricks, concrete, green waste, paper, tyres, textiles, paints, lead, copper, brass, gold, CFCs, food
Measures of effectiveness	complaints, enquiries, unit cost, missed services, damaged equipment, community satisfaction, reliability, noise level, regularity, OHS factors, environmental guidelines, contamination
Assessment criteria	ability to perform work, cost, financial stability, previous experience, level of service and support, local preferences, employment opportunities, work practices, industrial relations, level of Council control, use of Council facilities
Recoverable waste information	Local Government associations, recycling co-operatives, commercial recycling operators, regional waste boards, waste authorities

EVIDENCE GUIDE

Critical aspects of evidence	accurate identification of service needs, recoverable waste and potential markets evaluation and prioritisation of service options development of criteria in line with Council and statutory requirements monitoring and review of services
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	health regulations dangerous goods disposal of hazardous materials materials suitable for recycling/recovery commercial markets current markets legislative requirements relevant to waste collection strategies for developing performance measures current industry practice economic forecasting techniques public health requirements
Underpinning skills	assessing waste stream problem solving presenting options to Council collation and analysis of data researching, reviewing and evaluating options
Resource implications	access to workplace or simulated case study that incorporates the following resources: data on waste; consultation process; copies of relevant legislation and Council policies/procedures; service providers and disposal systems
Consistency in performance	evidence will need to be collected over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	collect and analyse data to provide measure of performance
Communicate ideas and information	**3**	present market options to Council
Plan and organise activities	**3**	plan and schedule waste service
Work with others and in teams	**2**	work with service providers
Use mathematical ideas and techniques	**3**	assess viability through economic forecasts
Solve problems	**2**	specify achievable options
Use technology	**1**	use computer software

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UNIT LGAPLEM509A	PLAN FACILITIES FOR THE USERS OF PUBLIC TRANSPORT
UNIT DESCRIPTOR	This unit covers the research of public transport facility needs, development of options and preparation of design
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Determine the need for public transport facilities	1 Records and statistics are monitored to identify problems and areas of need 2 Complaints, requests and comments are analysed to identify problems and areas of need 3 Public transport authorities are consulted to assist in facility determination 4 Community stakeholders are consulted
2 Identify and evaluate options	1 All options relevant to rectifying problems and servicing needs are identified 2 All options are assessed on the basis of cost effectiveness, efficiency and practicality 3 Preferred options to rectify problems or service needs are selected on agreed criteria
3 Prepare report on preferred options for public transport facilities	1 Options are submitted to Council or relevant transport authorities for endorsement 2 Opportunities are provided for community consultation to maximise acceptance of preferred option 3 Statutory and other relevant authority approvals are obtained in required timeframes with minimal modification to the preferred option 4 Clear concise documentation is prepared that provides full cost details 5 Preferred option is recommended to the construction program to assist works programming and resource availability
4 Monitor the effectiveness of public transport facilities	1 Records and statistics are monitored to measure the effectiveness of public transport user facilities against agreed criteria 2 Complaints, requests and comments are reviewed to identify ongoing acceptance of the facilities

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Types of public transport	bus, tram, train, taxi, ferry, car, horse and cart
Types of public transport user facilities	shelters, seats, parking, display boards, lighting, signage, inter-modal, line marking
Relevant authorities/stakeholders	community, transport authorities, related state and federal government agencies
Community consultation	meetings, visual displays, print media articles

EVIDENCE GUIDE

Critical aspects of evidence	production of accurate information analysis of information analysis of sites and information interpretation of data presentation and endorsement of options effective problem solving based on research
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	national and state public transport policies and plans Council policy design standards Council structure and services requirements of different services community needs and expectations local knowledge public transport services available
Underpinning skills	consultation and negotiation qualitative and quantitative research methodologies traffic planning policy interpretation written and verbal reporting application of relevant legislation application of standards and guidelines forecasting estimating resources procurement practices cost control

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	analysis and interpretation of data design applications
Resource implications	access to workplace or case study that provides the following resources: information on national/state policies and plans, Council policies; data information systems
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	identify problems, needs and evaluate options
Communicate ideas and information	**2**	consult residents
Plan and organise activities	**2**	organise meetings with groups
Work with others and in teams	**2**	liaise with schools, pensioners and the industry
Use mathematical ideas and techniques	**1**	conduct user counts
Solve problems	**2**	resolve public transport user complaints
Use technology	**1**	use computer systems

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UNIT LGAEHRW607A	PLAN FOR THE CONTROLLED DISPOSAL AND CONTAINMENT OF RESIDUAL WASTE
UNIT DESCRIPTOR	This unit covers planning for the controlled disposal and containment of residual waste and disposal facility rehabilitation
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Undertake feasibility study into potential disposal options	1	The parameters of the feasibility study are determined
		2	Full consultation with stakeholders is undertaken to establish preferred options
		3	Relevant scientific reports on alternative disposal options are assessed objectively
		4	A cost benefit analysis is performed on each option identified
2	Prepare performance specifications	1	Quantifiable performance criteria are identified within legislative requirements and licence conditions
		2	Performance levels are specified to meet disposal needs in accordance with local and legislative requirements
		3	Relevant documentation is prepared that incorporates performance levels and protects local interests within local and statutory requirements
3	Rehabilitate disposal facility and develop for future use	1	Disposal facility is removed from any uses to maintain public safety in accordance with statutory requirements
		2	A feasibility study is prepared that identifies options for disposal site re-use
		3	Community consultation is undertaken to identify level of community acceptance for alternative options
		4	Disposal site re-use proposal is determined and endorsed by local and other relevant authorities
		5	Endorsed site re-use is implemented in accordance with requirements of the relevant legislation

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Disposal methods	landfill, transportation, compacted landfill
Statutory bodies	environmental protection authorities, planning authorities, health departments, river and water supply authorities, waste authorities, regional waste boards
Stakeholders	community, interest groups, land holders, industry, business, other Councils, statutory bodies

EVIDENCE GUIDE

Critical aspects of evidence	full consultation will stakeholders objective assessment of scientific reports application of relevant legislative/statutory requirements in all aspects of work demonstrated knowledge of rehabilitation and development of disposal facility
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	comprehensive knowledge of relevant legislation and interests of stakeholders extensive technical knowledge of impacts of waste disposal, disposal systems and methods, containment options and treatment methods
Underpinning skills	project management consultation with stakeholders preparation of documentation conducting feasibility studies identifying performance criteria
Resource implications	access to workplace or simulated case study that provides the following resources: relevant legislation; access to disposal facilities; relevant scientific reports; computer data systems; consultation process with stakeholders
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	assess scientific reports
Communicate ideas and information	**2**	prepare documentation incorporating performance levels
Plan and organise activities	**3**	conduct feasibility studies
Work with others and in teams	**2**	consult with community
Use mathematical ideas and techniques	**2**	perform cost benefit analysis
Solve problems	**2**	accommodate different community needs
Use technology	**1**	use computer software

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UNIT LGAPLEM510A	PLAN FOR THE SAFE MOVEMENT OF CYCLISTS
UNIT DESCRIPTOR	This unit covers the identification of cyclist movement, the development of safe movement options and the preparation and monitoring of design
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Identify existing or potential cyclist movements	1 New and planned developments are designed so that future cyclist movements can be provided for 2 Complaints, requests, comments, and observations are analysed to identify problems, risks and concerns 3 Records and statistics are analysed to identify cyclist trends 4 Research is undertaken to collect evidence on the movement of cyclists and other traffic flow
2 Identify current ability of infrastructure to facilitate safe cyclist movement	1 Current infrastructure is investigated to clearly establish conditions that affect the safe movement of cyclists 2 Identified problems and concerns are compared and assessed against legislative requirements, Australian standards, codes of practice and community expectations 3 Clear priorities based on a ranking of safety factors are established
3 Evaluate the options for the safe movement of cyclists	1 Options for assisting the safe movement of cyclists are identified 2 All options are assessed on the basis of cost effectiveness, efficiency, equity and practicality 3 Preferred options to rectify problems and concerns are selected based on agreed criteria
4 Prepare preliminary report	1 A submission to Council is made in accordance with requirements 2 Opportunities are provided for community consultation to maximise acceptance of preferred options 3 Statutory and other relevant authority approvals are obtained in required timeframes with minimal modifications to the preferred option 4 Clear, concise documentation is prepared that provides full preliminary cost details

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5	Prepare detailed design	1 Regular and clear communication with design personnel is undertaken to ensure preferred option objectives are met 2 Design personnel are advised of implementation timeframes to ensure detailed design is completed as required 3 Design development is monitored to completion 4 A safety design audit is undertaken 5 Final detailed cost estimates are accurately prepared
6	Monitor the effectiveness of the design	1 Records and statistics are monitored to measure the effectiveness of the program 2 Complaints, requests and comments are reviewed to identify ongoing acceptance of the program 3 Agreed timeframe and criteria are considered

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Types of cycling environments	on road, off road, track, shared pathways, cycle paths, cycle lanes, segregated paths, refuges
Options for development	education/awareness programs, bicycle strategy plan, bike paths/lanes
Consultation	police, health authorities, bicycle clubs/associations, road and transport authorities, other traffic groups
Statistics	police reports, bicycle agencies, traffic management plan

EVIDENCE GUIDE

Critical aspects of evidence	development of bicycle strategic plan analysis of information production of accurate information analysis of sites and information interpretation of data presentation of options effective problem solving based on research
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	associated legislation standards and guidelines

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	Council policy Council structure and services state bicycle plans state and national cycling policies development principles
Underpinning skills	consultation and negotiation qualitative and quantitative research planning cycles policy interpretation written and verbal reporting application of legislation application of standards and guidelines forecasting cyclists and other traffic trends estimating resources procurement practices cost control design information, brochures etc. analysis and interpretation of data conducting workshops
Resource implications	access to workplace or simulated case study that provides the following resources: state and national cycling policies and bicycle plans; relevant computer data base, traffic reports and surveys; consultation process with relevant stakeholders
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect cyclist data and measure site distance
Communicate ideas and information	**2**	conduct education programs presenting options and liaise with authorities
Plan and organise activities	**2**	organise design work and evaluate its ongoing effectiveness
Work with others and in teams	**2**	liaise with police, schools, road users, road authorities and cycle clubs/associations
Use mathematical ideas and techniques	**2**	assess statistical and economic analysis, prepare detailed cost estimates
Solve problems	**2**	formulate options, community negotiation
Use technology	**2**	use computer data bases, survey equipment and land and traffic surveys

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UNIT LGAPLEM511A	PLAN FOR THE SAFE MOVEMENT OF PEDESTRIANS
UNIT DESCRIPTOR	This unit covers the identification of pedestrian movement and the development and design of safe movement options
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Identify existing and potential pedestrian movements	1 New and planned developments are designed so that future pedestrian movements can be provided for 2 Complaints, requests, comments and observations are analysed to identify problems, risks and concerns 3 Records and statistics are monitored to identify trends 4 Research is undertaken to collect evidence on the movement of pedestrians
2 Identify current infrastructure to facilitate safe pedestrian movement	1 Current infrastructure is investigated to clearly establish conditions that affect the safe movement of pedestrians 2 Identified problems and concerns are compared and assessed against legislative requirements, constraints, codes of practice, relevant Australian standards and community expectations 3 Clear priorities based on a ranking of safety factors are established
3 Assess and evaluate the options for the safe movement of pedestrians	1 Options relevant to rectifying problems and concerns are identified 2 All options are assessed on the basis of cost effectiveness, efficiency and practicality 3 Preferred options to rectify problems and concerns are selected against agreed criteria
4 Prepare initial plan/report of the preferred option	1 A submission to Council is made in accordance with requirements to gain in principle support 2 Opportunities are provided for community consultation to maximise acceptance of preferred options

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		3	Statutory and other relevant authority approvals are obtained in required timeframes with minimal modification to the preferred option
		4	Clear, concise documentation is prepared that provides full preliminary cost details
5	Prepare a detailed design	1	Regular and clear communication with design personnel is undertaken to ensure preferred option objectives are met
		2	Design personnel are advised of implementation timeframes to ensure detail design is completed as required
		3	Design development is monitored to completion
		4	A safety design audit is undertaken
		5	Final detailed cost estimates are accurately prepared
6	Monitor the design for safe movement of pedestrians	1	Design is recommended to the construction program
		2	Affected parties are advised to minimise disruption and inform of changes
		3	Education and awareness programs are conducted in accordance with specific group needs
		4	Implementation of program is monitored over agreed timeframe
		5	Records and statistics are monitored to measure the effectiveness of the program

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Types of pedestrians	aged, disabled, commuters, children, intoxicated, recreational, shoppers
Pedestrian environments	footpaths, shared pathways, recreational pathways, segregated pathways, pedestrian malls, arcades, bridges, overpasses, shared zones, refuges, crossings, street lighting, overhangs
Consultation	police, health authorities, community stakeholders, schools, nursing homes
Statistics	police reports, welfare agencies, relevant state authorities' research

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EVIDENCE GUIDE

Critical aspects of evidence	analysis of information production of accurate information analysis of sites and information data interpretation presentation and endorsement of options effective problem solving based on research
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	appropriate legislation Australian design standards Council policy and guidelines Council structure and services traffic engineering principles local knowledge community expectations
Underpinning skills	consultation and negotiation qualitative and quantitative research methodologies planning cycle policy interpretation written and verbal reporting application of legislation application of standards and guidelines forecasting demographic changes estimating resources procurement practices cost control analysis and interpretation of data
Resource implications	access to workplace or simulated case study that provides the following resources: examples of Council policies and guidelines; relevant computer data base, traffic and police reports and surveys; consultation process with relevant stakeholders
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect pedestrian data and measure site distance
Communicate ideas and information	**2**	develop education programs, presenting options
Plan and organise activities	**2**	organise awareness campaigns, community consultation
Work with others and in teams	**2**	liaise with police, schools, road users and road authorities
Use mathematical ideas and techniques	**2**	conduct statistical and economic analysis
Solve problems	**2**	formulate options and negotiate with community
Use technology	**2**	access computer data bases, survey equipment and land and traffic surveys

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UNIT LGACOM503A	PREPARE A BUDGET
UNIT DESCRIPTOR	This unit covers the development and finalisation of a budget
FIELD	Common Elective Units

ELEMENT		PERFORMANCE CRITERIA	
1	Collect and collate relevant data	1	Data required for budget preparation is identified and accessed
		2	Previous budgets and the financial implications of Council's current activities and plans are analysed and evaluated
		3	Relevant employees/departments/committees are consulted and given the opportunity to contribute to the budget planning process
		4	Possible changes of circumstance which will impact on the budget are identified
		5	Any anomalies in the information received are checked with the appropriate person
2	Justify proposals for expenditure	1	Estimates of costs and benefits are made which are supported by valid, relevant information
		2	Assessments of alternative courses of action are considered in making the final recommendations
		3	Appropriate members of staff are encouraged to contribute to the recommendations
		4	The net benefits likely to be achieved from the expenditure are clearly indicated
		5	Possible future variation in levels of activity are taken into account
		6	Recommendations are presented clearly, concisely and in an appropriate format
		7	Where challenges to the proposal are made, further explanation is given to promote acceptance
		8	Estimates are compared with actual costs and benefits and used to improve future calculations
3	Seek out alternative or additional financial opportunities	1	Effective and comprehensive methods for discovering alternative or additional sources of funding/income are employed
		2	Sources of funding/income are assessed to ensure they comply with Council objectives and policies

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		3	Management/Council approval for funding submission/income generating activity is obtained where necessary
		4	Funding proposals are prepared and submitted
4	Prepare draft budget for comment	1	The draft budget is prepared to accurately reflect the financial requirements of the department/service/Council
		2	The draft budget is clear and accurate and presented in an appropriate format
		3	Income and expenditure estimates are clearly identified and are supported by valid, reliable and relevant information
		4	The draft budget is prepared consistent with Council objectives and ensures the efficient and effective operation of Council in the short, medium and long term
		5	The draft budget is completed within required timeframe
		6	The draft budget is circulated to appropriate people for comment
5	Prepare final budget	1	Comments on draft budget are considered and relevant people are advised of implications
		2	Required modifications to draft budget are agreed and incorporated
		3	Proposed budget is completed in required format within required timeframe
		4	Proposed budget is negotiated through appropriate budgetary meeting
		5	Relevant people are informed of budget requirements in a timely and accurate manner

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Budget	departmental budget, the budget for a particular service or project, operational income and expenditure, strategic/management plan objectives, cash flow management, asset replacement, asset sales, entrepreneurial ventures and available revenue sources
Relevant people	public when budget is made available for public comment, other Council staff
Data	previous budget, employee costs, overhead costs, Council policy

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EVIDENCE GUIDE

Critical aspects of evidence	budget is developed in accordance with established financial/accounting standards and Council policies, procedures and timelines budget promotes effective and efficient operations
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant financial/accounting standards, Council policy and procedures budget processes and procedures relevant computer software
Underpinning skills	negotiation with internal and external customers report presentation financial analysis and research interpretation consultation in a culturally diverse workforce
Resource implications	access to workplace or simulated case study that provides the following resources: relevant financial/accounting standards; Council policies and procedures; financial data; relevant computer software
Consistency in performance	evidence will need to be gathered over time across a range of variables during a full twelve month budgetary cycle
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	analyse previous budgets and their financial implications
Communicate ideas and information	**2**	negotiate draft budget through budgetary meeting
Plan and organise activities	**2**	complete budget within timeframe
Work with others and in teams	**2**	encourage appropriate members of staff to contribute
Use mathematical ideas and techniques	**2**	make estimates of costs and benefits
Solve problems	**2**	facilitate required modifications to draft budget
Use technology	**1**	use accounting spreadsheet

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UNIT LGAGOVA411A	PREPARE ACCOUNTS FOR RATES
UNIT DESCRIPTOR	This unit covers the preparation, checking and distribution of rates accounts and supplementary levies
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Prepare rates accounts	1	Remissions/concessions/entitlements are validated and processed
		2	Accounts for rates and instalment advices are produced in predetermined format and the data included is correct
		3	Accounts are forwarded by the date required by statutory and Council requirements
		4	Checks are made that the control accounts in the general ledger are reconciled
2	Check accuracy of rate notices	1	Checks are made that notices of sale and changes of address are as up-to-date as possible
		2	Random checks of individual assessments are conducted to ensure notices include correct information on property and applicable rates
		3	Ongoing checks are conducted against estimates to ensure predetermined income is correctly apportioned and accounted for
		4	Levy is reconciled to rateable land values, non-rateable values and property requiring supplementary levy
3	Issue supplementary levies	1	Affected property owners are advised that a supplementary levy will be issued
		2	Supplementary levies are scheduled to maximise cost effectiveness of issue and collection
4	Recommend improvements to systems	1	Suggestions for improvements to system are discussed with appropriate information technology or supervisory personnel

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Appropriate scheduling of supplementary rate notices will vary according to the rate of development in the area

Rate notices	may be produced within the Council or by external agencies
Regulations and legislation	Local Government Acts and regulations
Rating revenue	general rates, ordinary rates, special rates, ad valorem rates, minimum rates, base amounts, annual charges for domestic waste management, other annual charges such as water supply and/or sewerage services, waste management services, other services, charges for actual use of a service, discounts, remissions, concessions (pensioner and other), differential rates
Discounts/remissions/ concessions/entitlements	may be granted by the state/territory government or Council
Statutory requirements	information to be included in the rate notices, deadline for sending out rate notices
Council policy	earlier deadline than statute requires, additional information to be included, extra charges on overdue rates determined by Minister and adopted by Council

EVIDENCE GUIDE

Critical aspects of evidence	ensuring predetermined income is correctly apportioned and accounted for appropriate checks of rate notices during printing are conducted general ledger is reconciled cost effective send out of supplementary notices is undertaken percentage collections are received
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	statutory requirements relating to issue of rate notices Council policy in regard to design and issue of rate notices Council policies relating to remissions, concessions and entitlements basic accounting principles including reconciliation of ledger clerical procedures computer software

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Underpinning skills	attention to detail time management
Resource implications	access to workplace or simulated case study that provides the following resources: computer software; Council policies and procedures; legislation; accounting information and materials
Consistency in performance	evidence will need to be gathered across a range of variables over a period of time including end of financial year
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	respond to discrepancies as rate notices are printed
Communicate ideas and information	**1**	advise property owners of supplementary levy
Plan and organise activities	**2**	organise the timing of the issue of supplementary levies
Work with others and in teams	**1**	discuss improvements with supervisor
Use mathematical ideas and techniques	**2**	check estimates and reconcile
Solve problems	**2**	resolve discrepancies in notices
Use technology	**1**	use computer software

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UNIT LGAPLEM404A	PREPARE AND PRESENT GEOGRAPHIC INFORMATION SYSTEMS DATA
UNIT DESCRIPTOR	This unit covers designing, generating and producing information to meet user requirements
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Identify presentation requirements	1	Presentation requirements are determined in consultation with end user
		2	Extent, content and intended use of output are considered in recommending presentation formats and medium
2	Format and present data	1	Relevant data elements are assembled
		2	Procedures are designed for formatting data into compatible format
		3	Data format(s) are selected to meet customer requirements
		4	Information is presented to meet user requirements using suitable media in an attractive, informative and useable manner
		5	Information is presented in line with appropriate Australian standards
3	Ensure customer satisfaction	1	Work is completed in line with Council quality requirements
		2	Feedback is sought from customer regarding satisfaction with information and presentation
		3	Any areas of dissatisfaction are resolved in line with Council policy and procedures
		4	Customer feedback is analysed and used as a quality improvement tool

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Output formats	hard copy, digital graphic output, spreadsheet, data base, word processing document, maps, sticky labels, desktop published document
Quality requirements	percentage rework, allowable timeframe durations

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EVIDENCE GUIDE

Critical aspects of evidence	customer requirements are met presentation is in line with Australian standards
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	display principles including colour, composition, layout, text and line style, appropriate scale, media, fonts, font sizes, legends, projectives use of software and hardware such as GIS, CAD, desktop publishing, desktop mapping, multimedia, graphic animation, plotters, printers, terminals Australian standards: drawing Council policies relevant to information presentation
Underpinning skills	layout and design attention to detail consultation and negotiation with customers
Resource implications	access to workplace or simulated case study that provides the following resources: relevant hardware and software such as GIS, CAD, desktop publishing, desktop mapping, spreadsheets, word processing, multimedia, graphic animation, plotters, printers, terminals
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	determine customer requirements
Communicate ideas and information	**2**	recommend presentation to customer
Plan and organise activities	**1**	liaise with customer
Work with others and in teams	**2**	work with customer
Use mathematical ideas and techniques	**2**	determine scale of output
Solve problems	**1**	ensure customer satisfaction
Use technology	**3**	design procedures, present data, evaluate and change if required

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UNIT LGAGOVA412A	PREPARE COUNCIL FOR LEGAL PROCEEDINGS
UNIT DESCRIPTOR	This unit covers preparing Council for court hearings
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Prepare material for court hearings	1 Full and detailed evidence is collected and collated to ensure all aspects are covered
	2 Court proceedings and protocols are adhered to in accordance with the jurisdiction involved
	3 A solicitor's brief is prepared, where required, that identifies all relevant facts, sections of appropriate legislation and detailed evidence
	4 A submission is prepared that supports and protects the Council's position and interests
2 Prepare staff for court hearings	1 Briefings are held with solicitor/industrial officer as required
	2 Arrangements are made to ensure relevant employees are available for access and information
	3 Any negotiation parameters are clearly identified prior to court process
	4 Employees involved in the court process on Council's behalf are briefed

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Litigation	breaches of parking, dog act, health, litter, fire prevention, planning and building, damages, summary offences, off road vehicles, industrial
Evidence	reports, photos, surveys, minutes of meetings, relevant documents
Solicitor's brief	use by Council or solicitor

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EVIDENCE GUIDE

Critical aspects of evidence	court protocols adhered to solicitor's brief prepared employee briefing conducted materials for court prepared any negotiation parameters identified
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	specialised legal terminology court proceedings and protocol relevant litigation relevant Council procedures relevant legislation
Underpinning skills	brief writing – coherent structure that shows connections between facts adapting spoken language to present a summary of facts and law points to employees/solicitor/industrial officer locate relevant sections, read and interpret legislation
Resource implications	access to workplace or simulated case study that provides the following resources: information on court requirements and protocols; materials to be used for court; copies of relevant legislation governing the offences; resources to be used as evidence - reports, photos, surveys, minutes of meetings, relevant documents; examples of relevant solicitor's briefs
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect and collate evidence
Communicate ideas and information	**2**	prepare a submission that supports and protects Council's position
Plan and organise activities	**2**	collate information and ensure employees are available and briefed
Work with others and in teams	**1**	hold briefings with industrial officer
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	identify any negotiation possibilities
Use technology	**1**	prepare brief using word processor

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UNIT LGAGOVA504A	PREPARE FOR COUNCIL ELECTIONS
UNIT DESCRIPTOR	This unit covers setting up processes required for Council elections
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Call for nominations	1 Notice of elections is given according to statutory requirements 2 Nomination forms are produced and distributed within required timeframes 3 Candidates are advised of eligibility 4 Nomination forms are received and processed and the candidates declared 5 Accurate information is provided to the media in line with Council procedures
2 Advise candidates	1 Candidates are advised of the electoral process and relevant statutory requirements 2 Candidates how to vote cards are processed in accordance with statutory requirements

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Variables are not applicable to this competency

EVIDENCE GUIDE

Critical aspects of evidence	statutory requirements are met timelines are met candidates advised of process and requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	Council procedures re media liaison statutory requirements relating to elections eligibility criteria for candidates
Underpinning skills	working to tight deadlines organisational adjusting written communication to address purpose, social context and audience
Resource implications	access to workplace or simulated case study that provides the following resources: copies of relevant legislation, Council policies and procedures governing elections; access to candidates and local media (real or role play)
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	present information to the media
Communicate ideas and information	**2**	advise candidates of requirements
Plan and organise activities	**2**	produce and distribute forms within timeframes
Work with others and in teams	**0**	
Use mathematical ideas and techniques	**2**	calculate quantities of forms to order and costs involved
Solve problems	**0**	
Use technology	**0**	

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UNIT LGAGOVA505A	PREPARE RATE NOTICE FORMS
UNIT DESCRIPTOR	This unit covers overseeing the design and printing of rates notice forms
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Liaise with printers	1 Job requirements are determined to ensure sufficient supply of base stock is available for full year's requirements 2 Prices are negotiated with printer according to Council procedures and requirements 3 Timeframes are agreed to ensure notices will be available when required
2 Prepare rate notice forms	1 Design of rate notices and information included is in accordance with current legislation and regulations 2 Rate notice form is proof read prior to printing to ensure it is error free and includes all necessary information 3 Improvements to design and wording of rate notices are made as appropriate to maximise readability and minimise chance of misinterpretation

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Legislation and regulation	Local Government legislation and regulations
Design	clear with changes explained in inserts
Instructions	plain English principles and concise
Printers	internal and external

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EVIDENCE GUIDE

Critical aspects of evidence	information in rate notices is in line with statutory requirements rate notices are error free rate notices are clear and in plain English
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	legislation and regulations relating to design of rate notices Council policy in regard to design of rate notices design principles basic knowledge of printing process
Underpinning skills	attention to detail time management proof reading liaising and negotiating with printers writing in plain English
Resource implications	access to workplace or case study that provides the following resources: copies of relevant legislation, Council policies and procedures
Consistency in performance	evidence will need to be gathered across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	collate information on job requirements
Communicate ideas and information	**2**	improve wording of rate notices
Plan and organise activities	**1**	negotiate timeframes
Work with others and in teams	**1**	liaise with printers
Use mathematical ideas and techniques	**1**	negotiate price
Solve problems	**2**	design notice to assist readability
Use technology	**1**	use computer to proof read

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UNIT LGACOM410A	PREPARE RESPONSE TO TENDERS
UNIT DESCRIPTOR	This unit covers responding to tenders through preparation of a tender bid/submission
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Identify requirements of the tender	1	Project specifications are identified
		2	Scope of the job is defined by review of details supplied
		3	All available information is obtained from the tender supplier, including protocols
		4	Other successful bid documents are accessed to inform tender bid
		5	Appropriate personnel are consulted re availability/capacity to perform work
		6	Resources required to compete for tender are determined
2	Prepare relevant information	1	Resource requirements are identified
		2	Information is collated and prepared in an appropriate format
		3	Information is circulated to appropriate personnel for review and modifications are undertaken
3	Benchmarking of resources is carried out with other Council/industry sections	1	Section resources are reviewed against current core and non-core activities
		2	Comparable relevant external bodies are identified
		3	Value added opportunities are identified
		4	Resource requirements are compared
4	Prepare a bid to tender	1	Estimations are detailed in accordance with established procedures and requirements, balancing time, cost, quality and quantity against the tender specifications
		2	Work is defined and appropriately sequenced in accordance with requirements
		3	Contingency plans are detailed in accordance with established procedures
		4	Bid is prepared according to identified format and Council requirements
		5	Budget approval is sought
		6	Bid is submitted to tenderer

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Tenders	in-house, negotiated, open, selective
Estimates	oral, written
Capacity scan	resources, time, other priorities, competition, facilities, expertise of staff
Resources	work, time, personnel, equipment
Information from tender supplier	specifications, performance measures, due date, number of copies required, format of information, protocols

EVIDENCE GUIDE

Critical aspects of evidence	indication of meeting all legislative requirements resources are available and section has capacity
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	national competition policy and its application at state and enterprise level core and non-core activities occupational health and safety risk assessment work flow
Underpinning skills	logical argument for written reports verbal presentation of bid
Resource implications	access to workplace or simulated work environment that encompasses the following resources: copy of national competition policy; access to Council documentation re tendering process; real or simulated case studies of tender subjects
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	prepare information for bid
Communicate ideas and information	**1**	circulate bid and incorporate modifications
Plan and organise activities	**2**	identify resource requirements, benchmark and undertake estimation
Work with others and in teams	**2**	prepare information for tender
Use mathematical ideas and techniques	**2**	analyse estimations and calculations of resources, quantities, services
Solve problems	**1**	develop logistics relating to resources and timeframes
Use technology	**1**	maintain computer data entry, use word processor

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UNIT LGACOM409A	PREPARE TENDER DOCUMENTATION
UNIT DESCRIPTOR	This unit covers the scoping of contract services, preparation of tender documentation and calling of tenders
FIELD	Common Elective Units

ELEMENT	PERFORMANCE CRITERIA
1 Identify the extent and nature of services to be contracted	1 The scope of the services is confirmed and reviewed to ensure parameters meet current requirements 2 Statutory and Council requirements are identified to determine options available 3 Detailed parameters are specified to enable a complete brief to be prepared 4 The extent of the contract package is determined
2 Select appropriate method for tender	1 Area to be contracted is examined 2 Contract options are identified and analysed 3 Benefits, costs and opportunities of each option are identified 4 Appropriate contract option is selected
3 Prepare tender specifications according to Council and Australian standards	1 Complete and detailed service specifications are prepared consistent with Council policy and Australian standards and based on a service profile and review 2 Legislative, occupational health and safety and risk management requirements are applied 3 Quality assurance methods are applied to the preparation of service specifications 4 Service specifications are prepared in consultation with relevant staff that complement required outcomes 5 Details on methods, standards, materials, products, contractors and performance period are provided by quality service specifications, as applicable
4 Prepare evaluation criteria	1 A tender review panel or team is selected from appropriate personnel 2 Criteria are established based on the specifications, product and service required

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		3	Criteria are written clearly to enable bids to be compared
		4	Criteria are ranked against Council procedures
5	Prepare tender document	1	Tender documents are prepared clearly and concisely
		2	Tender documents are prepared which enable competitive pricing of products
		3	Tender documents are designed to enable valid comparisons between tenders received
6	Invite tenders	1	Invitations are prepared based on the type of tendering method used
		2	Source list is prepared according to Council procedures
		3	Advertisement is prepared and placed according to the tender method

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Services	works, function, provision, community expectations
Parameters	budget range, Council resources, level of risk, Council policy such as *buy local*
Tendering methodology	lump sum, unit rate, partnership, services process
Tendering method	expression of interest, public tender, invitation, verbal, written, in-house bid, select tender
Preparation of tender documentation	documentation developed using standardised format, plain English principles
Advertisement	newspaper, in house, trade magazines, according to Council policy
Legislative requirements	WorkCover, risk management, occupational health and safety, equal employment opportunity, sexual harassment, public liability, professional indemnity, evidence of insurance cover, quality assurance
Tender documents	general conditions, special clauses, technical conditions, standard specifications, code of tendering, statutory declaration, evaluation criteria, drawings, implementation plan, legislative amendments, legal endorsement
Comparative statement	matrix, data, criteria, compliance, score

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Formalisation	contract signing procedure, preliminary deposits
Evaluation	previous projects, verification of quality accreditation, capacity, capability, risk, security, service

EVIDENCE GUIDE

Critical aspects of evidence	contract authorisation process undertaken appropriate advertisement placement production of required specifications production of conditions of contract industrial standard conditions of contract are applied confidentiality and probity observed for both in-house bids and/or external tenders
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant Council policy and procedures, code of conduct quality assurance systems relevant Australian and industry standards statutory and Council tender requirements contractual processes industrial agreements statutory Council requirements tendering codes of practice national competition policy
Underpinning skills	report and specification writing qualitative and quantitative research analytical consultation with relevant personnel specification interpretation negotiation with relevant internal and external people observation of protocol and probity policies
Resource implications	access to workplace or simulated case study that provides the following resources: relevant Council policies/procedures, national competition policy information
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	design specifications
Communicate ideas and information	**2**	prepare service specification with relevant personnel
Plan and organise activities	**1**	prepare tender documents
Work with others and in teams	**2**	establish tender review panel
Use mathematical ideas and techniques	**1**	identify costs of options
Solve problems	**2**	use discretion in dealing with tenderers
Use technology	**1**	use computer systems

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UNIT LGAGOVA202A	PROCESS INFRINGEMENT NOTICES
UNIT DESCRIPTOR	This unit covers the processing of infringement notices for various offences under Council jurisdiction
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Maintain records of infringement notices	1	Information is recorded in accordance with Council and legislative requirements
		2	Details are recorded clearly, accurately and legibly
		3	Records are secured, accessible and up-to-date
2	Locate and retrieve information on infringement notices	1	Information on infringement notices is located and retrieved from Council records and worksheets
		2	Information on infringement notices is printed or copied onto appropriate storage media
3	Action infringement notices	1	Infringement notices are checked for accuracy
		2	Infringement notices are assessed and appropriate action is determined in accordance with Council policies, guidelines and by legislative requirements
		3	Infringement notices are calculated and batched in accordance with Council procedures and systems
4	Produce correspondence related to infringement notices	1	Information to be included in the correspondence is established and collated and is based on regulatory requirements, cost effectiveness and identified Council policies and procedures
		2	Correspondence is written in clear and concise language in accordance with Council guidelines

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3 Correspondence is dispatched in accordance with specified timelines and Council procedures

4 Legal proceedings are initiated when settlement of local laws are not received within the set timeframes

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Types of infringements	litter, vehicular advertising, dog litter, overhanging branches, parking, offences in public places, environmental, poisons, noise, animal cruelty, water, swimming pools, meat industry, prohibited plants, bushfire, chemical handling and storage, recreational vehicles, apiaries, food, fisheries, tree preservation, building, rural land, crime, animal nuisance
Information	written and oral records, reports, instructions, directions from supervisor/management, interviews, formal and informal, team meetings, reports from other services, agencies, specialists, experts, media

EVIDENCE GUIDE

Critical aspects of evidence	register of infringement notices register of correspondence security of documentation action on infringement notices is in accordance with Council policies and legislative requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council structure and services administrative systems filing systems types of infringements legislative procedures
Underpinning skills	appropriate and logically structured written language filing word processing locate and select relevant information in Council policies locate and select relevant information from relevant legislation

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Resource implications	access to workplace or case study that provides the following resources: copies of relevant legislation, Council policies and procedures; records systems and registers; reports of other services, agencies, specialists, media; word processing software
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	locate and retrieve information
Communicate ideas and information	**1**	communicate information on infringements to public
Plan and organise activities	**1**	locate and action infringement notices
Work with others and in teams	**1**	liaise with relevant staff to retrieve information
Use mathematical ideas and techniques	**1**	calculate infringement
Solve problems	**1**	determine action on infringement notices
Use technology	**1**	use data base

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UNIT LGAGOVA506A	PROCESS RESULTS OF COUNCIL ELECTIONS
UNIT DESCRIPTOR	This unit covers the counting of voting papers and the declaration of results
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Process votes	1 Voting papers are counted in accordance with statutory requirements 2 Provisionally elected candidates are declared 3 Formally disputed returns are responded to according to statutory requirements 4 Electoral materials are stored/disposed of according to statutory requirements
2 Declare results	1 The successful candidates are declared 2 Council, other candidates and the public are notified of the election results, according to legal requirements and Council procedures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Responding to formally disputed returns	could involve presenting in court

EVIDENCE GUIDE

Critical aspects of evidence	adherence to Council procedures and statutory requirements appropriate response to formally disputed returns correct notification of results
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	Council electoral procedures statutory requirements relating to elections procedures for declaration of candidates procedures for notification of electoral result confidentiality procedures court procedures
Underpinning skills	adapting language to suit the purpose and the audience working under pressure oral presentation
Resource implications	access to workplace or case study that provides the following resources: copies of relevant legislation, Council policies and procedures
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	organise voting information
Communicate ideas and information	**2**	notify different audiences of election results
Plan and organise activities	**2**	organise counting of votes to meet designated timelines
Work with others and in teams	**2**	work effectively with other team members under pressure
Use mathematical ideas and techniques	**2**	establish total of votes per candidate
Solve problems	**2**	manage task completion
Use technology	**0**	

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UNIT LGACORE602A	PROMOTE AND FACILITATE ORGANISATIONAL PERFORMANCE
UNIT DESCRIPTOR	This unit covers the development, maintenance and review of organisational structure, employment relations and communication strategy and the promotion of a fair and equitable workplace
FIELD	Core Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Develop, maintain and review organisational structure	1	An organisational structure is developed which supports the achievement of Council's goals and objectives, enhances productivity and quality service, and provides career opportunities for staff
		2	Effective continuous monitoring, review and improvement procedures are implemented with the involvement and participation of staff
		3	Information gained from continuous review is used to improve the organisation
2	Develop, maintain and review an employee relations strategy	1	Sound industrial and employee relations advice is obtained in a timely manner to meet legislative, staff and Council's policy requirements
		2	Human resource management and employee relations policies and procedures are reviewed to ensure they support the achievement of Council's goals and objectives and to ensure legislative and Council's policy requirements are met
		3	Consultative structures are developed and maintained in accordance with legislative and Council's policy requirements
		4	Council's reward and pay structure is developed, maintained and regularly reviewed to support the achievement of Council's goals and objectives and the career needs of employees
3	Develop, maintain and review an effective communication strategy	1	Communication strategies are developed that ensure elected members, staff and the public are informed of key activities and decisions relevant to them
		2	Feedback on the effectiveness of the communication strategy is regularly sought and required changes are implemented

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4	Develop organisational innovation, creativity and excellence	1	Innovative contributions and achievements are recognised, rewarded and publicly acknowledged in accordance with Council requirements
		2	All staff are encouraged to develop their personal and organisational competencies
		3	Strategies are implemented which encourage group approaches to problem solving
		4	Feedback is encouraged and given in a positive and constructive environment directed at performance improvement
		5	All ideas are valued and assessed objectively against Council's goals and objectives
		6	Personal development activities are encouraged and supported within the resources and strategic directions of the Council
5	Establish and maintain a Council culture in which staff work ethically, productively and harmoniously	1	Roles, responsibilities, work practices, code of conduct, incentives and rewards are clearly stated and agreed upon by management and staff
		2	Council's goals and objectives are achieved to the best ability of individual staff members working cooperatively with others and within Council's code of conduct
		3	Work decisions made by staff within their agreed range of responsibility and Councils code of conduct are supported
6	Develop and maintain relevant knowledge and competencies in a changing environment	1	Current knowledge of the issues facing Council's operations and environment and local, regional, national and international innovations is maintained
		2	Evaluation of own management practices and development needs is regularly undertaken and strategies to achieve own development objectives are developed and implemented
7	Promote and monitor a fair and equitable workplace	1	Equal employment opportunity and anti-discrimination policies are developed which clearly outline Council's commitment to them and how the relevant legislation is implemented
		2	All managers, supervisors and staff understand their rights and responsibilities under equal employment opportunity and anti-discrimination legislation
		3	The implementation of equal employment opportunity and anti-discrimination policies is monitored and evaluated
		4	Compliance with equal employment opportunity and anti-discrimination legislation is assessed and corrective action undertaken when necessary

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Trends and legislation impacting on human resource management and organisational culture	enterprise bargaining, competitive tendering (compulsory or elective), corporatisation and business unit management, the relevant Local Government Act
Specialist advice	obtained from internal human resources specialists and external consultants

EVIDENCE GUIDE

Critical aspects of evidence	organisational structures, policies, processes and activities are designed and implemented to ensure achievement of Council's goals and objectives Council staff are encouraged, supported and developed effective relations with peers/other managers are established and maintained
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council's political, social, economic and environmental context Council's strategic/business plan(s), goals and objectives relevant sections of Local Government Act Local Government award/enterprise agreement(s) relevant sections of industrial legislation equal employment opportunity and anti-discrimination legislation/policies Council industrial relations and human resources policies and procedures effective management principles organisation behaviour principles including the relationship between strategy and structure quality and continuous improvement principles ethics and public accountability

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Underpinning skills	written and verbal communication counselling, presentation, negotiation, consultation and conciliation policy development, interpretation, review and implementation effective management, organisational review, quality and continuous improvement practices problem solving cost/benefit analysis people management and development practices
Resource implications	access to workplace or case study that provides the following resources: copies of relevant legislation, Council policies and procedures with special reference to industrial relations/human resources, competitive tendering and competition policy, EEO and anti-discrimination, education and training, strategic plans; access to real or simulated consultation process
Consistency in performance	consistent evidence across a range of human resource management and organisational improvement activities/practices
Context of assessment	may be undertaken on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	analyse organisational performance
Communicate ideas and information	**3**	develop and implement organisational communication strategy
Plan and organise activities	**3**	conduct organisational review and implement improvement activities
Work with others and in teams	**3**	work with other senior managers and encourage staff innovations, creativity and excellence
Use mathematical ideas and techniques	**2**	analyse/use data from continuous improvement processes
Solve problems	**3**	develop and implement employee relations strategies, policies and processes
Use technology	**1**	use computer

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UNIT LGAGOVA413A	PROMOTE AND MAINTAIN POSITIVE EMPLOYEE RELATIONS
UNIT DESCRIPTOR	This unit covers the promotion of positive employee relations through consultation
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Consult relevant parties to promote positive employee relations	1 Consultation process is developed 2 Consultation between managers, supervisors, employees and union representatives is encouraged 3 Information provided on employee relations is up-to-date and relevant 4 Information is assessed, interpreted and provided in a format which is understandable and usable to employees 5 All employees, including non-union employees and union representatives, are kept informed on all issues which may affect employees 6 Decision making processes are undertaken which involve the participation of all relevant individuals and bodies 7 Processes are implemented consistent with Council policy and procedures on employee relations
2 Provide effective counselling opportunities to staff to maintain positive relations	1 Counselling strategies appropriate to the needs of the Council and individuals are identified 2 The counselling environment is selected in accordance with the needs of staff 3 Counselling strategies to assist managing diminished work performance are identified 4 Referrals to appropriate support professionals and agencies are made to aid employee performance and well being where necessary 5 Confidentiality principles are strictly adhered to

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3	Promote systems that address problems, grievances, disputes	1	Grievance procedure is developed
		2	Potential problems on an individual or organisational level are recognised and assessed
		3	Management is informed of potential problems
		4	Managers, line managers, team leaders and other employees involved in addressing the problem are advised of options available
		5	Grievance resolution and mediation processes are followed to facilitate solutions to problems in a timely manner
		6	Records of meetings and procedures are carefully documented and circulated to all relevant parties
		7	An appropriate method of addressing the potential problems is ascertained and agreed upon by relevant parties
		8	A solution and implementation plan is agreed which considers the needs of the organisation and of individuals
		9	All proceedings are clearly documented within legislative and Council requirements

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Positive industrial relations promotion	Councils will vary in their need to seek outside, expert assistance
Policy and procedures	management of a human resource information system which identifies relevant performance indicators, a dispute settlement procedure, grievance mechanisms, regular employee feedback systems, counselling guidelines, employee assistance programs, use of interpreters
Relevant documents	personnel records, notices issued, correspondence sent and received, photographs, witness reports, legal opinions, expert advice, Council minutes, awards, policies and procedures, identification documents
Resolution of problems	can occur through counselling, consensus, and can be undertaken by managers, line managers, team leaders, human resource officers, union officials and external consultants or specialists

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Relevant legislation	industrial relations legislation (state and federal), OHS, workers rehabilitation and compensation legislation, equal opportunity legislation (state and federal), Local Government Acts
Counselling strategies	recruitment, training and development, selection, termination, disciplinary, exit interviews, external counselling, career development

EVIDENCE GUIDE

Critical aspects of evidence	grievance policy and procedure developed relevant parties consulted implementation of agreed solution procedures documented
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	human resource legislation methods of consultation with unions, employees and management counselling policy and procedure organisational systems industrial awards and agreements Council policy and procedures regarding performance management/assessment systems employee training procedures disciplinary and termination policy and procedure
Underpinning skills	report writing awards and enterprise agreement interpretation strategic planning in relation to organisation and employees problem solving and decision making negotiation with management, unions and employees
Resource implications	access to workplace or case study that provides the following resources: copies of relevant legislation, Council policies and procedures specifically including - industrial relations legislation (state and federal), OHS, workers rehabilitation and compensation legislation, equal opportunity legislation (state and federal), Local Government Acts; access to personnel records and computer systems; a real or simulated consultation process

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Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	provide up-to-date and relevant information on industrial issues
Communicate ideas and information	**2**	keep employees informed on all issues
Plan and organise activities	**2**	provide up-to-date and relevant information
Work with others and in teams	**2**	undertake decision making processes in consultation
Use mathematical ideas and techniques	**2**	assess performance statistics
Solve problems	**2**	determine method of addressing potential problems
Use technology	**1**	document records of meetings

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UNIT LGACORE603A	PROMOTE COUNCIL'S MISSION AND SERVICES
UNIT DESCRIPTOR	This unit covers the marketing and promotion of Council to external stakeholders
FIELD	Core Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Build and maintain networks	1	Formal and informal networks are established and utilised as communication channels in accordance with Council's plans and policies
		2	Relationships are developed with stakeholders which provide identifiable benefits to the Council and the community from shared expertise and resources
2	Represent the Council and advocate its mission strategies and activities	1	Council's message is communicated accurately and in a clear, considerate and confident manner, addressing stakeholders' concerns and ensuring their understanding
		2	Council's representation is promoted and sought on external bodies that impact on its efficiency and effectiveness
		3	Opportunities to promote the Council through media and within the community are utilised in a positive and constructive manner
		4	Credible and effective relations with other levels of government are developed and maintained
3	Identify and build a rapport with stakeholders	1	Individuals and groups within the community who have an interest in the operation and outcomes of the Council are identified
		2	Interactions with stakeholders are conducted in a manner which safeguards the interests of all concerned
		3	Stakeholders are consulted on matters of common interest with the view to obtaining support for the goals and objectives of the Council
4	Provide advice to stakeholders	1	Advice is given in accordance with relevant Council policy, needs and legislative responsibilities
		2	Advice is provided promptly and in the context of Council's policy and interests

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		3	Confidentiality requirements are adhered to
		4	Responses to requests for information are prepared promptly and accurately
5	Plan and implement special promotional events	1	Special promotions are planned to coincide with relevant government, community, industry or other events
		2	Promotions present the Council positively
		3	Cooperation and support is gained from industry, government and the community in planning Council's special promotions
6	Liaise and coordinate with other organisations and Councils	1	Liaison and coordination with other organisations and Councils is undertaken in areas of common interest to optimise resource usage, eliminate duplication of effort and optimise mutual benefits
		2	Feedback from other organisations and Councils is obtained and used as an aid to improving the effectiveness and efficiency of the Council
7	Approve information for public dissemination	1	Council information is made available for public access in accordance with freedom of information requirements
		2	Relevant personnel are consulted regarding potentially incriminating, damaging or controversial information for media release
		3	Council decisions are directed to the appropriate officers for action
		4	Access to Council information or staff by representatives of the media is controlled to minimise the release or publication of incorrect or libelous materials

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Events	government, community, industry
Personnel	legal advisers, marketing/promotions personnel

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EVIDENCE GUIDE

Critical aspects of evidence	Council plans, objectives and activities communicated clearly, accurately and positively Council interests are consistently promoted to internal and external clients/stakeholders
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council's political, social, economic and environmental context Council's strategic and business plan(s), goals, objectives, policies and procedures Council operations marketing principles and promotional strategies including planning special events freedom of information/confidentiality
Underpinning skills	verbal communication, presentation and negotiation consultation and liaison marketing and promotion utilising and working with the media written communication including reports and media releases
Resource implications	access to workplace or simulated case study that provides the following resources: real or simulated consultation process with Council stakeholders; materials on networking processes, marketing and promotion
Consistency in performance	consistent evidence across a range of networking, promotional and marketing activities and practices
Context of assessment	may be undertaken on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	obtain feedback from stakeholders and use to improve the effectiveness and efficiency of the Council
Communicate ideas and information	**3**	provide advice to stakeholders and liaise with media
Plan and organise activities	**3**	plan special events
Work with others and in teams	**3**	establish and maintain stakeholder networks
Use mathematical ideas and techniques	**0**	
Solve problems	**3**	plan and implement media releases
Use technology	**1**	use computer

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UNIT LGAPLEM612A	PROTECT HERITAGE AND CULTURAL ASSETS
UNIT DESCRIPTOR	This unit covers establishing an inventory, assessing opportunities and threats and developing strategies for heritage and cultural assets
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Prepare inventory of heritage and cultural assets	1 Heritage and cultural assets within the community, and Council expectations and requirements relating to them, are identified 2 The significance of each heritage and cultural asset is assessed according to established criteria and community expectations 3 An adequate information base of significant places is obtained through comprehensive field investigation and research 4 Data is collected accurately and objectively on heritage and cultural assets 5 A comprehensive inventory of heritage and cultural assets is prepared with full and detailed descriptions of history and significance
2 Assess threats and opportunities for the protection of heritage and cultural assets	1 Threats and opportunities are identified to ensure all factors are fully assessed 2 Based on input from Council and the community, criteria are established to enable threats and opportunities to be prioritised
3 Identify and develop strategies for the protection of heritage and cultural assets	1 Criteria are established to identify priorities 2 Consultation with the community and property owners is undertaken to seek views on the conservation action required to protect the significant attributes of the area 3 A framework for the legal protection of heritage and cultural assets is established through existing legislation 4 Practical and appropriate strategies to conserve heritage and cultural assets are determined 5 The effectiveness of strategies is assessed through a comparison with methods used elsewhere 6 The policy elements of the proposed heritage program are determined

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		7	Innovative approaches are developed to protect heritage and cultural assets in response to the local community need
4	Implement strategies for the protection of heritage and cultural assets	1	The study and program are adopted by the local authority
		2	Consultation is undertaken with the community and property owners about the study and proposed heritage program
		3	Financial resources are identified and procured within budget cycles to support the achievement of required outcomes
		4	Personnel are identified, trained and assigned to tasks so that requirements for skills and knowledge are met
		5	Physical facilities and equipment are identified and procured within budget cycles to support the achievement of required outcomes
		6	Community education and information materials are prepared and distributed to ensure ongoing support for the strategy
		7	The strategy is incorporated into Council policies and procedures and relevant legislation
		8	A timetable for implementation is established and priorities set out
5	Monitor and review the effectiveness of strategies to protect heritage and cultural assets	1	Further research is undertaken on places listed as being of local significance in the study
		2	Additional plans of significance are identified and reviewed
		3	An annual heritage report is prepared if required
		4	Information received from monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Significance	aesthetic, historical, scientific and social aspects, community expectations
Nature of significance	national, state, regional, local, contributory
Data	survey information, historical research, existing reports, studies and texts

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Information	written and oral records; reports, instructions, directions from supervisor and management; interviews (formal and informal); team meetings; reports from other services, agencies, specialists, experts and media
Criteria	community preferences, budget constraints, legislative provisions, resources, timeframes, age, outstanding craftsmanship, architectural style, construction technology, an association with important events or figures, building type, rarity, technical or creative achievement, represent a way of life, artistic, religious or cultural associations
Place of significance	buildings, structures, plantings, subsurface remains, land use patterns
Heritage	cultural, environmental issues, national versus local area significance, danger component of heritage element/structure
Threats	political emphasis, reductions in maintenance, lack of planning, other authorities' planning, competing interests, community attitudes

EVIDENCE GUIDE

Critical aspects of evidence	heritage and cultural assets are identified and protected strategies to protect heritage and cultural assets are identified and implemented monitoring processes are put into place
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	heritage assets cultural assets asset classification Council structures and services town planning community needs and expectations regulations, standards and policies community information

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Underpinning skills	research collation of information across local, national and international sources evaluation methodologies consultation across a range of community and government agencies strategic planning budgeting and lifecycle costings community education strategies project management
Resource implications	access to workplace or simulated case study that provides the following resources: relevant data such as survey information; historical research; existing reports, studies and texts; financial and budget information; a real or simulated consultation process; copies of relevant regulations, standards and policies
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	establish inventory, opportunities and threats
Communicate ideas and information	**3**	consult with community and property owners
Plan and organise activities	**2**	conduct consultation, implement strategies
Work with others and in teams	**2**	implement strategies and educate community
Use mathematical ideas and techniques	**2**	assess budget cycles and resources
Solve problems	**3**	consult community and property owners
Use technology	**2**	access computer based research and planning

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UNIT LGAPLEM613A	PROTECT ITEMS OF CULTURAL VALUE IN THE BUILT ENVIRONMENT
UNIT DESCRIPTOR	This unit covers identifying and establishing community expectations to protect civic aesthetic value and amenity
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Establish the existing aesthetic value of the built environment	1	Aesthetic value in relation to a specified built environment is defined with regard to historical, architectural and environmental contexts
		2	Design themes and zones are identified within specific areas
		3	An inventory of aesthetic elements within the built environment is prepared
		4	A single character theme for specific areas is determined and used as a guide for the development of other themes or elements
2	Establish community expectations for civic aesthetic value and amenity	1	Consultation is undertaken to establish clear and agreed expectations of community aesthetic value of the built environment
		2	Expectations regarding each element of the built environment are determined
		3	Community expectations on elements of the built environment are considered with the overall theme for the specific area
		4	Community views on where and how environment principles can be applied to improve the built environment are identified
3	Review existing civic aesthetics and amenity against community expectations	1	The variation between community expectations and the current status of the built environment is determined
		2	The possibilities and options for improvement in the built environment are established
		3	The existing directions determined by Council/authority policy are considered against community expectations

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4	Prioritise and develop strategies to improve civic aesthetics and amenity	1	Strategies are developed from professional and community advice
		2	The feasibility of applying strategies to the various locations is assessed
		3	Criteria to determine the effectiveness of strategies are established
		4	Assessment criteria are used to evaluate available strategies in order to identify priorities
5	Implement strategies for the improvement of the built environment by applying environment principles	1	The needs for developing an improved built environment are communicated to community, professionals and Council
		2	Options for the allocation of responsibilities among Council departments are determined and implemented
		3	The ongoing costs to relevant parties of improving the built environment are recorded
6	Monitor and review strategies for the improvement of civic aesthetic value and amenity	1	Information is collected and assessed to identify if strategies add, reinforce or improve the aesthetics of a built environment
		2	The level of acceptance of the environmental strategies within the community is determined
		3	The extent of congruence between the strategies and the policy direction of the Council is assessed
		4	Using cost data, the cost of applying environment principles is determined and an assessment is made of the cost of known benefits

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Aesthetic	visual, aural, tactile
Consultation	personal contacts, surveys, community group submissions, professional advice, workshops, meetings, forums, public display, exhibitions
Stakeholders	residents, visitors, authorities, travellers, Councils, specific community groups

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Strategies	assigning control for environment development to local authority departments, establishing the role of an environmental manager, facilitating developments within the broader urban, rural and coastal areas (planning), engineering improvements, landscaping, energy efficient recreation facilities, maintenance of parks and gardens

EVIDENCE GUIDE

Critical aspects of evidence	cultural value is established and agreed items of cultural value are identified strategies for protection of items of cultural value are identified and implemented monitoring process is in place
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	building/architecture forward planning service/utilities infrastructure town planning community needs and expectations landscaping energy efficiency Council structures and services
Underpinning skills	strategic planning consultations in a culturally diverse community presentation of information to meet audience requirements research in qualitative and quantitative methods evaluation methodologies
Resource implications	access to workplace or simulated case study that provides the following resources: relevant data such as survey information; historical research; existing reports, studies and texts; financial and budget information; a real or simulated consultation process; copies of relevant regulations, standards and policies
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	monitor and review strategies for improvement
Communicate ideas and information	**3**	undertake consultation to establish expectations
Plan and organise activities	**3**	conduct consultation, implementing strategies
Work with others and in teams	**3**	consult with community and Council
Use mathematical ideas and techniques	**2**	assess cost benefit analysis
Solve problems	**3**	prioritise strategies to improve civic aesthetics and value
Use technology	**1**	access computer based information

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UNIT LGAGOVA507A	PROVIDE ADVICE TO COUNCIL AND STAFF ON HUMAN RESOURCE POLICIES AND PROCEDURES
UNIT DESCRIPTOR	This unit covers giving Council and staff timely advice to ensure there is compliance in employment issues and risks are assessed
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Maintain current knowledge of relevant legislation and common law	1	Sources of information are identified and accessed
		2	Internal Council networks are maintained to ensure appropriate internal personnel are advised of changes to employment legislation
2	Interpret legislation and advise on appropriate action	1	Implications to Council of legislation are correctly interpreted
		2	Discussions are held with relevant managers and employees to ensure understanding of legislation
		3	Agreement is reached within the Council to ensure consistency in interpretation and application of legislation
		4	A legal opinion is sought for clarification where necessary
3	Monitor Council systems to ensure compliance	1	Actions based on procedures are examined to ensure compliance
		2	Required changes to procedures are identified
		3	The relevant people/departments are consulted about required changes
		4	Appropriate training is undertaken

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Legislation	federal and state legislation, Local Government by-laws and Local Government awards; acts: federal and state industrial relations, Local Government, anti-discrimination, welfare and OHS; workers compensation and common law of employment principles, enterprise agreements

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External sources of information	professional human resource associations, Local Government associations, conferences and seminars, newsletters, consultants
Internal Council networks	senior management, line management and team leaders, written and verbal communication networks, human resource strategic plan, Council corporate plan
Risk management	cost benefits of actions before decisions are made, methods of minimising negative effects of decisions, developing standard procedures to minimise risk, promoting and encouraging diversity in the workplace, competition policy insurance

EVIDENCE GUIDE

Critical aspects of evidence	risk management principles included in all human resource policies and procedures extensive range of sources of information accessed legislation appropriately interpreted and disseminated relevant training provided procedures monitored and amended as necessary
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units**: nil
Underpinning knowledge	acts: federal and state industrial relations, anti-discrimination, welfare, OHS legislation, workers compensation and rehabilitation acts public safety common law of employment principles record handling procedures
Underpinning skills	research legislation interpretation report preparation filing/management of information effective conduct of meetings interview/questioning assessment of options identification of changes and their cause
Resource implications	access to workplace or case study that provides the following resources: copies of relevant legislation, Council policies and procedures specifically including - industrial relations legislation (state and federal), OHS, workers rehabilitation and compensation legislation, equal opportunity legislation (state and federal), Local Government Acts; access to personnel records and computer systems; a real or simulated consultation process

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Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	identify and access sources of information
Communicate ideas and information	**2**	maintain internal organisation networks
Plan and organise activities	**2**	prepare training
Work with others and in teams	**2**	hold discussions with relevant management and employees
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	identify required changes to procedures
Use technology	**1**	access relevant information using computer based technology

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UNIT LGAEHRR202A	PROVIDE ANIMAL CARE AND CONTROL
UNIT DESCRIPTOR	This unit covers the capturing of animals for impounding and caring for impounded animals
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Capture and impound animals	1	Traffic control requirements are actioned according to relevant licensing requirements
		2	Impounding techniques appropriate to the animal species and condition are recognised and observed
		3	Stock brands are recognised or identified in accordance with Council policies and procedures
		4	Animals are disposed of in accordance with legislative and Council requirements and relevant statutes
2	Monitor and care for animals	1	Behavioural characteristics of animals are recognised and a suitable response is employed before and during handling
		2	Health and condition of animals are assessed upon capture and during impoundment with the necessary response taken in accordance with Council policies and procedures
		3	Safe work practices, procedures and environmental conditions are observed when handling, monitoring and caring for animals

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Animals	domestic pets, farm and station stock, feral animals
Suitable response	continuing action to impound, destroying or disabling animals to preserve human life, cease handling, obtaining assistance, no action, contained damage to property to preserve animal or human safety

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Behavioural characteristics	breed, species, age, gender, reproductive cycle, stage and condition of animal
Health	dietary, exercise and impoundment needs
Condition	parvo virus, cat flu, tick paralysis, mange, kennel cough, worms, fever, tetanus, bots, distemper, anthrax, foot rot, strangles, broken limbs
Necessary response	veterinary contact, medicinal application, euthanasia, close observation
Impounding techniques	traps, poles and rope, tranquilliser gun, loading and unloading from vehicles
Traffic control	torches, portable intermittent flashing lights, vehicle revolving lights, road marking cones, reflective raincoats/vests

EVIDENCE GUIDE

Critical aspects of evidence	impounding techniques used are appropriate to animal species and the condition of the animal assessment of animal health, condition and appropriate animals are disposed of in accordance with Council policies and procedures traffic control is in accordance with relevant licensing requirements use of firearms is in accordance with relevant licensing requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	animal behaviour: predators, dominance, fear, aggression impounding techniques stock brands animal dietary and impoundment needs medicinal application disposal techniques local area relevant statutes traffic control licensing requirements
Underpinning skills	animal handling animal disabling techniques use of firearms traffic control animal health treatment giving instructions and/or explanations to the public

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Resource implications	access to workplace or simulated case study that encompasses impounding processes, techniques and equipment
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	assess health and condition of animal
Communicate ideas and information	**1**	give instructions to the public
Plan and organise activities	**1**	control traffic and impound animal
Work with others and in teams	**1**	contact veterinarian
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	use a suitable response before and after handling
Use technology	**1**	use impounding techniques

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UNIT LGAPLEM405A	PROVIDE ASSISTANCE IN CARRYING OUT BUILDING INSPECTIONS
UNIT DESCRIPTOR	This unit covers the process of carrying out the inspection of building works and follow-up inspections under the auspices of relevant authorities within Council
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Respond to requests for building inspection	1 Type of inspection required is identified in accordance with statutory requirements and the nature of the construction 2 Validity of request is checked against the register of issued permits and identified need for inspection 3 Proposed action to inspect is reported to relevant authority 4 Inspection time is arranged to minimise conflicts, avoid delays to builder and allow sufficient time for the inspection to be performed
2 Inspect building works for compliance against building approval documentation	1 Building documentation is reviewed to identify critical aspects of construction requiring inspection 2 On-site works and structures are compared against approval documentation for compliance 3 Knowledge of building regulations and practices is applied to discretionary components of on-site works and structures in a consistent manner appropriate to ensuring building quality 4 Inspections are undertaken in a manner which facilitates progress of building works and in accordance with Council requirements 5 Consultation with site personnel is undertaken so that technical communications are clear and comprehensive and remedial action is understood
3 Notify result of inspection and update records	1 Inspection report is prepared in a clear, concise, accurate and timely manner and forwarded to relevant authority for consideration

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		2	Written notices for non-compliance are issued in accordance with statutory requirements and Council procedures, where authorised by relevant authority
		3	Inspection outcomes are accurately and promptly recorded on relevant Council authority file
4	Undertake follow-up inspections as required	1	Outstanding inspection requirements are carried out in accordance with schedule of works identified by relevant authorities as not fully inspected
		2	Requests to check work (rectified in accordance with notification) are responded to
		3	Reinspection requests are received and responded to
		4	Follow-up inspections are scheduled to minimise builder disruption whilst allowing adequate time for a suitable inspection
		5	Consultation with builder is undertaken so that technical communication is clear and understood and confirmed by all parties
		6	Appropriate documentation is completed and forwarded to relevant authorities in line with statutory and Council requirements

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Inspections	statutory, follow-up, final, random, Council policy, change of use, stage, sewerage, drainage, plumbing, complaint, illegal works, mechanical, drainage, ventilation, fire services, environmental controls, hoarding, site access restrictions
Relevant authorities	building surveyor, town planner, Council, utilities, water authorities
Limitations	time required, statutory limitations, type of job, OHS requirements
Sites	vacant, residential, commercial, industrial, new buildings, alterations, existing buildings, ruinous or dangerous structures
Documentation	permits, building rules consent, licenses, plans and specifications, development and building consents

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EVIDENCE GUIDE

Critical aspects of evidence	inspections maintain quality and compliance of on-site works/structures timely and efficient reporting to inform parties
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Building Code of Australia and relevant Australian standards relevant sections of Local Government Act and regulations Council building and development policies, practices and codes structural engineering principles fire engineering principles relevant building and planning application requirements building construction practice and properties of building materials topographical classification litigation and court procedures
Underpinning skills	inspection techniques plan reading and interpretation identification of non-compliance and defects field assessment of soil types bracing and fixing calculations verbal and written communication strategies, negotiation and conflict resolution analytical and interpretative information gathering legal brief preparation
Resource implications	access to workplace or simulated case study that encompasses such resources as relevant legislation, examples of Council policies and codes, materials and information on building construction and properties of building materials; access to sites (real or simulated)
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	review building documentation and statutory requirements
Communicate ideas and information	**2**	respond to requests, conduct on-site inspections
Plan and organise activities	**1**	organise inspection times
Work with others and in teams	**1**	consult with site personnel
Use mathematical ideas and techniques	**0**	
Solve problems	**1**	reinspect and resolve non-compliance issues
Use technology	**1**	access computer based records and reports

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UNIT LGAPLEM512A	PROVIDE GEOGRAPHIC INFORMATION SYSTEMS INFORMATION
UNIT DESCRIPTOR	This unit covers the development and application of data management and analytical tools to produce specified outcomes
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Analyse request to develop solution	1	Specific problem or question is clarified in consultation with end user to establish end result specifications
		2	Information required to achieve result is defined and required data sets are correctly determined
2	Assess data availability	1	Availability of required data sets is ascertained through research of internal and external sources
		2	Custodianship of data is confirmed and access and pricing determined
		3	Data is obtained in line with industry standards, statutory requirements and Council policy
		4	Where appropriate, procedures are developed to capture data
3	Assess data quality	1	Data is assessed for integrity to determine suitability for task
		2	Disparities between data sets are investigated and resolved to ensure integrity of data used
4	Run standard query	1	Appropriate standard query is selected
		2	Selected query is run to achieve required outcome
5	Validate outcome	1	Appropriate data validation procedures are determined
		2	Outcome is validated in line with predetermined procedures
		3	Procedures to refine model or analytical procedures are developed
		4	End user is consulted regarding suitability of outcome and amendments negotiated as necessary

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will also vary according to the level of development of Council's GIS and Council policies regarding usage of GIS in corporate management

End users	Council departments, residents and rate payers, real estate agents, the general public, Council management, elected members, state and federal departments, neighbouring Councils, bus companies, statutory bodies including land titles office, land information Council, utilities
Data	graphical, spatial, textual, hard copy and paper documents (work registers, rate books, plans, maps) computer records using applications programs (data bases, spreadsheets, accounting packages), relating to physical or virtual features, including Council assets, community facilities, demographic data, census data, property ownership, property boundaries, zonings, organisations, rateable land, dog ownership, bus routes, property classifications, utilities and services, Council facilities
Industry standards	includes protocols, de facto standards, confidentiality, privacy
Desired outcome	information for external or internal client, creation of map layer, building up elements of data base
End result specification	graph, map, table, equations, parameters
External sources of data sets	other Councils, water authority, telecommunications industry, gas authority, electricity authority, land titles office, Valuer General, private industry, land information Council, street directory companies, surveys, orthophotography
Internal sources of data sets	old plans, rates books, deeds books, transaction books, surveys, aerial photographs
Integrity of data	accuracy, quality (may be affected by age/condition of hard copy documents), currency, completeness, resolution, confidence limits, scale
Manipulation of data sets	includes integration of data sets
Procedures for manipulation of data sets	command lines, SQL or other generic query language, scripts, programming language
Data management tools/techniques/procedures	RDBMS, GDMS, statistical packages, digital image processing packages, map algebra, geographical analysis techniques, ecological/economic models, survey computations

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EVIDENCE GUIDE

Critical aspects of evidence	end result meets customer needs including timeframes integrity of data is considered
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	data base structures scripting/commands line instructions/programming operating systems: UNIX, DOS, Windows, NT SQL or other generic query language relationship of spatial features of data base specific GIS software, e.g. genamap, mapinfor, arcinfo potential inaccuracies and problems internal and external policies and practices relating to custodianship of data, pricing and access including industry standards, statutory requirements and Council policies legislation relating to trade practices, copyright, intellectual property, Local Government Acts, roads act, freedom of information legislation
Underpinning skills	analysing options researching and accessing information attention to detail negotiating with customers
Resource implications	access to workplace or simulated case study that provides the following resources: relevant hardware and software such as GIS, CAD, desktop publishing, desktop mapping, spreadsheets, word processing, multimedia, graphic animation, plotters, printers, terminals
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect data sets
Communicate ideas and information	**2**	clarify requirements
Plan and organise activities	**2**	obtain data
Work with others and in teams	**2**	complete work in a team environment
Use mathematical ideas and techniques	**2**	interpret map scales
Solve problems	**2**	assess integrity of data
Use technology	**3**	develop and evaluate procedures to capture data

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UNIT LGAGOVA615A	PROVIDE INFORMATION ON ASSET MANAGEMENT PROGRAMS AND PRACTICES
UNIT DESCRIPTOR	This unit covers promoting new asset management policies and practices and ensuring adequate provision of information and training
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Promote new asset management practices	1 The need to adopt and commit to robust asset management strategies is advocated to senior management 2 Council's asset management policy is promoted throughout the Council to gain support and commitment and promote ownership 3 Promotion clearly demonstrates benefits and costs and identifies steps necessary to attain corporate goals 4 Information regarding innovative practices is disseminated to appropriate personnel 5 Strategies are implemented which ensure quick feedback is obtained on all aspects of new practices 6 The need for a cultural change program to support innovative strategies and practices is identified and acted on as necessary
2 Coordinate provision of training	1 Training requirements are determined in consultation with relevant personnel 2 Structured training programs for all personnel involved in new practices are developed in consultation with relevant personnel 3 Training programs address current reporting and legislative requirements 4 Training programs include clear definition of roles and responsibilities of trainees and other associated personnel 5 Training is implemented in a timely manner in line with Council's workplace learning policies 6 Records of training are maintained according to Council policies and procedures

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Assets	all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plants and equipment
Promotion	workshops, interviews
Organisation	executive, elected members, all departments, depot supervisors/ team leaders, workforce, middle management
Relevant personnel	training officer, human resource personnel, personnel to receive training, management, supervisors/team leaders
Training requirements	software usage, data collection, data input, asset management concepts and principles, quality practices
Records of training	hard copy, electronic, competency assessment

EVIDENCE GUIDE

Critical aspects of evidence	ongoing promotion of asset management throughout Council ongoing training addressing identified needs timely dissemination of information
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	needs analysis techniques change management possible impacts of new asset management strategies on employees promotional tools training and mentoring techniques adult learning principles Council policies relevant to workplace learning
Underpinning skills	liaison with all levels of personnel communicating new developments verbally and in writing interpreting feedback selling ideas and concepts advocacy

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Resource implications	access to workplace or simulated case study that provides the following resources: copies of Council asset management policies; real or simulated training programs, workshops, interviews with relevant personnel; training records
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	determine training requirements
Communicate ideas and information	**3**	promote asset management
Plan and organise activities	**2**	coordinate training
Work with others and in teams	**2**	determine training requirements in consultation
Use mathematical ideas and techniques	**0**	
Solve problems	**0**	
Use technology	**1**	maintain training records

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UNIT LGAGOVA616A	PROVIDE PROPERTY ASSET MANAGEMENT SERVICES
UNIT DESCRIPTOR	This unit covers management of property asset information, advice on legislation and financial projections
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Provide property asset management services	1	A data base of Council property assets including Council property leased/licensed is created and maintained to accurately reflect Council's property assets
		2	The condition/repair and use of Council property is monitored and controlled as required by Council policy and relevant legislation
		3	The acquisition, occupancy and disposal of Council property is advised to protect and maximise Council's interests
		4	Council is informed of the status of property assets
2	Provide advice on legislation	1	Property related legislation and subsequent amendments are interpreted to ensure Council complies with all requirements
3	Undertake financial analysis and projections	1	Feasibility studies are prepared to assist in decisions relating to Council entrepreneurial projects
		2	Annual budgets and financial controls for property asset management services are prepared in accordance with Council policy
		3	Funding opportunities are investigated and reviewed to allow Council's financial resources to be appropriately allocated

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Property uses	town hall, emergency housing, citizens advice centres, park land, public open space, community centre, recreational centre

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Council projects	residential subdivision, commercial development, swimming pools, recreation centres, joint venture projects, property investment, entrepreneurial activities
Relevant legislation	state/territory Local Government legislation, Australian accounting standards, legislation relating to historic buildings, retail tenancy, residential tenancy, building control, OHS, cultural and recreational land, valuation of land, subdivision of land, transfer of land, planning, environment, sale of land

EVIDENCE GUIDE

Critical aspects of evidence	provision of appropriate information on Council assets to Council provision of accurate and timely advice on legislation preparation of feasibility studies and budgets
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant legislation property law market conditions and forces leasing property purchase and sale processes
Underpinning skills	negotiation timely and accurate advice
Resource implications	access to workplace or simulated case study that provides the following resources: copies of relevant legislation such as - state/territory Local Government legislation, Australian accounting standards, legislation relating to historic buildings, retail tenancy, residential tenancy, building control, OHS, cultural and recreational land, valuation of land, subdivision of land, transfer of land, planning, environment, sale of land; financial and budget information data bases
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	investigate funding opportunities
Communicate ideas and information	**2**	provide reports to Council
Plan and organise activities	**2**	monitor Council property
Work with others and in teams	**0**	
Use mathematical ideas and techniques	**2**	assess feasibility analysis
Solve problems	**2**	investigate funding opportunities
Use technology	**2**	create and maintain a data base

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UNIT LGACORE501A	PROVIDE QUALITY AND TIMELY ADVICE TO COUNCIL
UNIT DESCRIPTOR	This unit covers monitoring and assessing legislative and other factors impacting on Council
FIELD	Core Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Advise Council of current legislative requirements	1	Legislative requirements pertaining to all operations of Council are regularly monitored and their implications analysed
		2	Council is formally advised of its legislative responsibilities and obligations in a timely manner
2	Monitor and assess trends and developments that impact on Council	1	Government policies and programs are monitored and their impact on Council is evaluated and reported on
		2	The implications of other trends and developments are assessed and evaluated and Council is advised in a timely manner
3	Assess impact of Council proposals	1	Council proposals are assessed to identify the impact on particular Council operations and on the community or particular sections of the community
		2	The assessment indicates the range of options available for Council action
4	Respond to questions or requests for information from Council/ Councillors	1	Response is researched and provided to Council in a timely manner

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Trends/developments	government policies/programs/political changes
	environmental trends
	economic trends at a local, regional, state, national or international level
	social trends and developments, political developments
	local issues, internal staffing issues

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EVIDENCE GUIDE

Critical aspects of evidence	information is communicated effectively advice is researched and complete and enhances Council's decision making advice includes the impact on Council policies, procedures and practices (where relevant)
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	legislative requirements including Local Government Act Council operations Council policies, procedures and practices Council meeting procedures and practices
Underpinning skills	research and evaluation policy interpretation written and verbal communication including negotiation, presentation and report writing
Resource implications	access to workplace or simulated case study that provides the following resources: copies of legislation, Council policies and programs; external data/research and reports relevant to Council responsibilities
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	monitor and analyse legislative requirements
Communicate ideas and information	**2**	advise Council of the implication of legislative requirements on Council policies and programs
Plan and organise activities	**1**	organise meetings to communicate information
Work with others and in teams	**1**	respond to questions from Council/Councillors
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	assess and evaluate implication of other trends and developments
Use technology	**0**	

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UNIT LGACORE103A	PROVIDE SERVICE TO CUSTOMERS IN A LOCAL GOVERNMENT ENVIRONMENT
UNIT DESCRIPTOR	This unit covers the interaction of individuals with internal and external customers
FIELD	Core Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Identify customer needs and expectations	1	Customer needs and expectations are clarified and agreed upon with customers
		2	Effective communication is used which is appropriate to the relationship with the customer and the purpose of the interaction
		3	Bilingual or other assistance is accessed as required
		4	Opportunities to enhance the quality of service are taken whenever possible
2	Decide appropriate action and respond accordingly	1	Knowledge of Council/departments and other organisations is applied to response
		2	Council's position, including the extent of assistance which can be provided as well as arrangements and costs, is clarified
		3	Data relevant to a request for information is obtained or the customer is referred to the appropriate information source
		4	Referrals made to other people/departments are appropriate and conducted in such a way as to minimise inconvenience to the customer
		5	Courtesy, consideration and sensitivity are exercised at all times with the public
		6	Customer's individual needs are recognised and taken into consideration in accordance with anti-discrimination and other Council guidelines
		7	All necessary documentation is obtained, completed and processed according to Council procedures
		8	Council's policies and procedures relating to confidentiality are implemented
3	Present a positive image of Council to the public	1	Communication with the public is conducted in a courteous manner appropriate to the age, culture and linguistic background of the individual/group and is in accordance with Council policy

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		2	Relevant Council policies, procedures, works and restrictions are clarified to the public in a comprehensive, concise and courteous manner
		3	Information provided to the public is accurate, timely and maintains Council's image and accountability
		4	Opportunities for feedback by customers are provided
		5	Customer feedback is reviewed in consultation with work group and is considered in improving work practices
4	Deal with difficult customer situations	1	A calm, conciliatory approach is maintained
		2	Council procedures are followed in line with level of responsibility regarding dealing with difficult customer situations
		3	In the event of a complaint, corrective action is taken where possible or a resolution process is mutually agreed

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Customers	colleagues, Council executives, elected members community, citizens, residents, rate payers, contractors, other agencies, government departments, developers
Communication with customers	spoken: face-to-face, telephone written: electronic, forms, letters non-verbal: gestures, body language displays of information: photographs
Other organisations	government departments, community services, community groups
Effective (spoken) communication	clear, sequenced explanations, instructions, paraphrasing negotiating meaning, checking back on details, summarising, using another language
Information relevant to a request	written: involving reading, selecting and extracting relevant information spoken: involving questioning appropriate personnel and relaying information to the customer
Completion of necessary documentation	independent or assisted form filling, recording events in the sequence they happened

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Council procedures	as documented in procedures manuals, standardised operations, conveyed through spoken language
Procedures for dealing with difficult customers	seeking assistance, referring to other personnel
Opportunities for feedback	customer satisfaction forms, appropriate phone numbers, suggestion box
Review of feedback	review of complaint data base, discussion in work group

EVIDENCE GUIDE

Critical aspects of evidence	locating, interpreting and providing relevant information to requests seeking assistance when necessary completing appropriate workplace records dealing appropriately with difficult customers working in accordance with Council policies and procedures
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council policies and procedures relevant to customer service and information Council's anti-discrimination guidelines local area community profile local community cultures functions of Local Government major regulatory functions of Council Council services, facilities and activities Council organisation and structure
Underpinning skills	conflict resolution negotiation including taking initiative, providing supporting reasons, considering suggestions of others locating information reading selectively and summarising information
Resource implications	access to workplace or simulated role play process involving a range of customer enquiries/complaints relating to Council issues
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	locate relevant data for a request for information
Communicate ideas and information	**1**	use effective communication to provide service to customers
Plan and organise activities	**1**	clarify the purpose of the interaction
Work with others and in teams	**1**	review customer feedback with work group
Use mathematical ideas and techniques	**1**	extract information from customer complaints data base
Solve problems	**1**	decide appropriate action
Use technology	**1**	clarify customer needs using telephone

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UNIT LGAGOVA203A	RECEIVE AND REGISTER BUILDING AND PLANNING APPROVAL APPLICATIONS
UNIT DESCRIPTOR	This unit covers receipt of applications, notifying relevant people and assessing level of information
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Receive building and development applications	1	Application is checked for compliance with statutory requirements, Council policy and for accuracy to ensure the property can be identified
		2	Date and, where required, time of lodgement are accurately recorded on application
		3	Application fees are correctly assessed, collected and receipted in accordance with statutory fee structure and Council requirements
2	Register building and development applications	1	An application number is accurately allocated in accordance with Council procedures
		2	Application details are accurately recorded in the relevant register
3	Notify applicant and stakeholders	1	Adjoining owners and affected stakeholders are promptly notified of application
		2	Applicant is advised in writing of the obligations of all parties within required timeframe
4	Assess adequacy of documentation and obtain additional information as required	1	Documentation is checked for accuracy and completeness to ensure a full technical assessment can proceed
		2	Fee is reviewed against value of the works to ensure correct fee has been paid
		3	Results of assessment and action taken are recorded in accordance with Council procedures
		4	Application is passed on for assessment of compliance within required timeframe

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Applicants	property owner or agent
Application	subdivision of buildings/land, planning permits, temporary or permanent structures
Documentation	application forms, plans, specifications, technical reports, structural computations, referral authority reports, endorsed authority plans, certificates of title, soil reports, home warranty insurance certificates, working drawings, property information certificates, flooding certificates
Registers	statutory and non-statutory manual and/or computerised
Stakeholders	adjoining property owners and/or agents

EVIDENCE GUIDE

Critical aspects of evidence	applications correctly matched to property documentation correctly assessed for accuracy and completeness appropriate communication with public and personnel accurate record keeping
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant building and planning application requirements (both statutory and non-statutory) Council development control and customer service policies Council building and planning application procedures
Underpinning skills	front counter customer service record keeping using computers
Resource implications	access to workplace or simulated case study that provides the following resources: building registers/records management systems; appropriate computer hardware and software

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Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	receive, assess and register applications
Communicate ideas and information	**1**	interact with applicants, acknowledge applications in writing
Plan and organise activities	**0**	
Work with others and in teams	**0**	
Use mathematical ideas and techniques	**1**	calculate application fee
Solve problems	**1**	resolve variations in types of applications and completeness of documentation
Use technology	**1**	use computers to record and retrieve information

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UNIT LGAGOVA508A	RECOMMEND RATES AND CHARGES
UNIT DESCRIPTOR	This unit covers the recommending of rating policy and structures
FIELD	Governance and Administration

ELEMENT		PERFORMANCE CRITERIA	
1	Provide rates policy options	1	A variety of policy options is presented which clearly demonstrate impact of policy on property owners and compliance with permissible income limitations
		2	Data is provided as required for submissions to the minister to vary permissible income limitations within allowable parameters
2	Create and review rating structure(s) within Council and statutory requirements	1	Council's requirements for rating structure options are confirmed
		2	The rating structure(s) presented meet state government requirements in regard to income limitations and legal structure and are consistent with Council policies
		3	Options for rates in the dollar and total valuation information is provided in required format within specified timeframes
		4	Options are presented in a way which clarifies the financial impact on property owners
		5	Rating structures are reviewed following general revaluations
3	Provide reports on rebates and exemptions as required	1	Reports and recommendations are provided in line with Council and statutory requirements
		2	Recommendations are supported by appropriate documentation to allow Council to make fair decisions in line with policy
		3	Suggestions for improvements to Council rates policies within the discretionary provisions of the act are provided to ensure determinations are fair and equal

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Impact of policy	social and financial impact
Rating policy options	wholly ad valorem rates versus minimum rates versus base amounts optional pensioner rebates varying ad valorem rates (rates in the dollar) adjusting relativity levels (level of income received from each category and subcategory) introducing/ceasing/adjusting voluntary pensioner rebates introducing or ceasing discounts and allowances
Permissible income variations	special rates, increase in charges for specific projects, increase in total notional income, increase in minimum rates
Rating revenue	general rates, minimum rates, base amounts, service rates, discounts, differential rates, remissions, concessions, domestic waste, waste water, sewerage, ordinary rates, special rates, allowances
Rates in the dollar	different values for ordinary rates including sub-categorisation minimum or base amount payable special rates, concessions waste, domestic waste, water, sewerage rates and charges discounts, allowances
Presentation of options	graphical, maps
Rating reports	verbal, written, case studies, spreadsheets relating to rates in the dollar options, abandonments, pensioner rebates
Documentation	photographs, procedures carried out, supporting documentation from customers, Council records, legal precedents

EVIDENCE GUIDE

Critical aspects of evidence	provision of information in line with statutory and Council requirements clear and concise recommendations backed up by comprehensive supporting documentation where necessary
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	Council policies and procedures relating to rating detailed knowledge of mandatory, discretionary and prohibitory provisions of the relevant sections of the state/territory Local Government legislation basic accounting principles computer software including spreadsheets, data bases general ledger systems appreciation of social impact of rating policies
Underpinning skills	writing reports and case studies providing verbal reports to management/Council ability to interpret relevant sections of Local Government legislation preparing spreadsheets and models
Resource implications	access to workplace or simulated case study that provides the following resources: copies of Council policies relating to rating procedures and processes; copies of relevant sections of state/territory legislation; computer software including spreadsheets and data bases; materials on accounting principles
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	analyse information on legal precedents
Communicate ideas and information	**2**	report recommendations
Plan and organise activities	**1**	organise timely provision of reports
Work with others and in teams	**1**	report to management
Use mathematical ideas and techniques	**2**	calculate rating charges/keeping income within permissible yield
Solve problems	**1**	make recommendations regarding exemption applications
Use technology	**2**	use computer programs to calculate rate in dollar, prepare spreadsheets and models

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UNIT LGAEHRR203A	REGULATE PUBLIC BEHAVIOUR IN RECREATIONAL AREAS
UNIT DESCRIPTOR	This unit covers the regulation of public behaviour in Council areas
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Inform public of Council ordinances/orders and other regulations	1	Members of the public are informed (in a manner that is appropriate to their age, culture and linguistic background and the seriousness of the offence) of their responsibilities in using recreational areas
		2	Relevant regulations/ordinances/orders and the consequences of continued action are conveyed to the public in a manner which promotes understanding
		3	Agreement to comply is gained where possible
		4	Inability/indisposition to comply is recognised and appropriate action taken in accordance with Council requirements
2	Enforce Council ordinances/orders and other regulations	1	Enforcement is undertaken appropriate to position delegation, legislative requirements and Council policy
		2	Appropriate assistance is called in, when necessary
		3	Incidents are recorded according to Council requirements
3	Control crowds to ensure public safety and take pro-active/ preventative precautions	1	Public are informed of relevant public safety requirements in a manner that is appropriate to their age, culture and linguistic background and the seriousness of the offence
		2	Agreement to comply is gained where possible
		3	Assistance of, and coordination with, other services is achieved
		4	Distressed people are dealt with appropriately
		5	Emergencies are handled in accordance with established emergency management procedures

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will also vary according to the number of staff or volunteers, weather, type of behaviour (seriousness of offence), availability of other services and relevant emergency management procedures

Facility/area	beach, wet and/or dry recreational facility
Crowd composition	size, age, culture and linguistic background
Inability/indisposition	illness or disability
Informing public	flags, signs, pamphlets, loud speakers/public address, telling, posters
Distressed people	lost children, older or confused people, distressed parents
Regulations/ordinances/orders	Council by-laws, state government acts and regulations

EVIDENCE GUIDE

Critical aspects of evidence	public safety maintained relevant regulations/ordinances/orders enforced effectively
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	relevant Council ordinances and orders Local Government legislation, policies and procedures and consequences of non-compliance Council legal authority and limits and personal responsibilities and liability local environmental conditions/terrain emergency management procedures and the role of emergency services crowd behaviour implications of cultural/language diversity

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Underpinning skills	communication (written and verbal) communication with non-English speakers communication equipment use read and interpret regulations/ordinances/orders mediation and conflict resolution asserting authority dealing with offensive behaviour referral estimating crowd size team-work applying emergency procedures technical instructions
Resource implications	access to workplace or simulated case study that encompasses the following resources: copies of Local Government legislation, policies and procedures real or simulated incidents in range of contexts
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	may be undertaken on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	follow emergency management procedures
Communicate ideas and information	**2**	inform public of relevant regulations and act on indisposition to comply
Plan and organise activities	**2**	take preventative precautions
Work with others and in teams	**1**	coordinate with other services
Use mathematical ideas and techniques	**1**	estimate crowd size
Solve problems	**2**	take pro-active precautions to control crowds
Use technology	**1**	use communication equipment

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UNIT LGAGOVA617A	REPORT ON ASSETS IN ACCORDANCE WITH STATUTORY AND PUBLIC REPORTING REQUIREMENTS
UNIT DESCRIPTOR	This unit relates to updating information and completing required statistical and management reports on assets and asset management
FIELD	Governance and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Complete statistical reports as required	1	Reports are accurately completed in the format required and forwarded to relevant agency by the due date
		2	Reports include documentation of assumptions
		3	Report requirements are clarified where necessary to ensure correct data is provided
2	Provide financial information for asset register and financial reports	1	Decision to categorise work as capital work or maintenance work is made in consultation with audit and finance units and is consistent with predetermined strategy
		2	Capital costs are tracked and captured in required format to enable entry in asset register against value of asset
		3	Accurate information, required to complete financial reports, is provided to finance unit within timeframe
3	Complete management reports	1	Management reports on state of assets are completed in line with Council and statutory requirements
		2	Management reports are completed in consultation with executive management team to accurately reflect the situation across the organisation
		3	Information regarding liabilities, benefits and risks associated with assets is accessed and included in reports
4	Update information in asset data base	1	Information on asset management activities is recorded and tracked in asset data base according to organisational systems and procedures
		2	The type of valuation required and appropriate valuation methods are determined prior to arranging valuation

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3	Asset valuations are provided in required format according to standards, regulations and legislative requirements

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application will also vary according to Council's asset management strategy, reporting requirements, data entry systems and procedures, and computer software systems in use

Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plants and equipment
Information for financial reports	depreciation, written-down values
Relevant agencies	Local Government department, grants commission, Australian Bureau of Statistics, external auditors
Information on asset management activities	condition code, estimate of life of asset, assessment of current and satisfactory levels of service
Recording procedures	responsibility for recording may be centralised or at work team level
Method of valuation	internal valuation, external valuer engaged
Asset data base	provides information for management reports including condition of assets, expenditure required, asset utilisation and performance
Asset register	provides information for finance reporting in accordance with Australian accounting standards relating to value of asset and consumption of service potential
General ledger	actual expenditure

EVIDENCE GUIDE

Critical aspects of evidence	accurate and comprehensive completion of all reports within timeframe timely provision of required information to finance unit asset register up-to-date

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Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	statutory reporting requirements structure of Council depreciation schedules valuation requirements benefits, risks, financial liabilities associated with various classes of assets factors influencing categorisation as capital work versus maintenance work relevant software
Underpinning skills	accuracy attention to detail working to deadlines liaison and consultation working in a team at management level organisational
Resource implications	access to workplace or simulated case study that provides the following resources: copies of relevant legislation such as - state/territory Local Government legislation, Australian accounting standards, legislation relating to historic buildings, retail tenancy, residential tenancy, building control, OHS, cultural and recreational land, valuation of land, subdivision of land, transfer of land, planning, environment, sale of land; financial and budget information data bases
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	update asset data base
Communicate ideas and information	**3**	complete management reports
Plan and organise activities	**2**	complete reports within timeframe
Work with others and in teams	**2**	consult with executive management team
Use mathematical ideas and techniques	**3**	provide financial information
Solve problems	**2**	determine capital work versus maintenance work
Use technology	**2**	use complex software

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UNIT LGACOM408A	REPRESENT COUNCIL AT LEGAL PROCEEDINGS
UNIT DESCRIPTOR	This unit covers representing Council at legal proceedings
FIELD	Common Elective Units

ELEMENT	PERFORMANCE CRITERIA
1 Represent Council in legal proceedings	1 Court proceedings are attended 2 Court proceedings protocols are adhered to in accordance with the jurisdiction involved 3 Information is factual and presented clearly and accurately 4 Any negotiation held in conference with the opposing parties is in accordance with agreed negotiation parameters
2 Follow up outcomes of legal proceedings	1 A report that clearly indicates the outcome of the proceedings is prepared for Council 2 The outcomes of the legal proceedings are noted, filed and any required action implemented in accordance with Council requirements 3 Documentation of the outcomes of legal proceedings is in accordance with professional obligations in the case

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Legal proceedings	breaches of parking, dog act, health acts, litter, fire prevention regulations, alleged breach of planning and building controls, damages, summary offences, compulsory acquisition, property valuation, legal challenge to Council decisions, legal challenges to Council control plans e.g. S.94 plan, industrial court, workers compensation court, equal employment opportunity commission, compulsory conferences conciliation, arbitration or formal hearings
Court protocol	provided by relevant court
Solicitor's brief	use by Council or solicitor

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EVIDENCE GUIDE

Critical aspects of evidence	adherence to court protocols Council represented in court report on outcomes is prepared for Council
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	court protocol Council's position on litigation industrial awards and agreements record handling Council policies and procedures
Underpinning skills	report writing verbal communication in a legal setting giving evidence interpreting outcomes of legal hearings maintaining records of proceedings briefing others analytical judgement time management
Resource implications	access to real or mock court proceedings; access to copies of relevant documentation including awards and agreements; court documents, evidence, policies and procedures
Consistency in performance	evidence will need to be gathered over a range of variables
Context of assessment	on-the-job assessment and/or simulated work/court environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	prepare outcome report for Council
Communicate ideas and information	**2**	give evidence in court/hearing
Plan and organise activities	**2**	collate information and ensure employees are available and briefed for conference negotiation
Work with others and in teams	**1**	hold debriefing with solicitor/industrial officer
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	identify negotiation possibilities
Use technology	**1**	produce computer report

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UNIT LGAGOVA618A	RESOLVE VALUATION AND PROPERTY SERVICES DISPUTES
UNIT DESCRIPTOR	This unit covers the review of property rating services through objection or enquiry and necessary legal processes
FIELD	Governance and Administration

ELEMENT	PERFORMANCE CRITERIA
1 Receive and acknowledge enquiry/objection	1 Enquiries and objections are assessed to establish if the matter is within the jurisdiction of the valuation area, or referred as appropriate 2 Information is assessed to establish need for compliance with legislative requirements 3 The time required to service the enquiry/objection is established to identify if an immediate response will satisfy requirements 4 Written acknowledgement is prepared where required to meet Council and legislative requirements
2 Review submission and advise of enquiry decision	1 Submissions are thoroughly assessed for error and omission 2 Formal discussions are held with objector as required by relevant legislation 3 A full property inspection is undertaken and, where appropriate, in the presence of an objector, in accordance with Council procedures 4 The valuation or classification is reviewed after consideration of any new or additional information 5 Decisions are advised to relevant parties in accordance with legislative and Council requirements
3 Attend formal conference as required	1 Conference presentation is prepared that outlines the methods and data utilised to determine valuation 2 The objector's submission is received and acknowledged so that the basis of objection is clearly understood

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		3	A decision is made to amend the valuation or reject the objection
		4	A notice of decision is prepared and forwarded to relevant parties in accordance with Council and legislative requirements
4	Undertake legal action to resolve dispute	1	An accurate solicitor's brief is prepared supported by detailed evidence
		2	A clear report to Council is prepared that recommends appropriate action
		3	Procedures are initiated as required through Council's solicitors
		4	Council is represented at legal briefings and hearings through presentation of a detailed submission that protects Council's interests

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Formal conference	valuation review panel, independent valuation
Legal action	land and valuation court, supreme court

EVIDENCE GUIDE

Critical aspects of evidence	confirmation of property details external reinspection of property reexamination of sale or rental figures reassessment of the application of property value
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council procedures relating to dispute resolution and confidentiality relevant legislative requirements property valuation and classification
Underpinning skills	negotiation with internal and external customers consultation in a culturally diverse community problem solving interpretation of legislation

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Resource implications	access to workplace or simulated case study that provides the following resources: copies of relevant legislation, Council procedures relating to dispute resolution; real or mock process including submissions, property inspection, formal conference proceedings, court hearing
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	advise on appropriate valuation
Communicate ideas and information	**2**	deal with rate payers
Plan and organise activities	**2**	organise notices of objections, meetings
Work with others and in teams	**1**	liaise with planning department
Use mathematical ideas and techniques	**1**	check calculations
Solve problems	**2**	produce correct valuations
Use technology	**1**	use data base

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UNIT LGAPLEM401A	UNDERTAKE ASSESSMENTS OF DOMESTIC SCALE BUILDING APPLICATIONS
UNIT DESCRIPTOR	This unit covers work relating to the assessment of applications for domestic scale building development to identify compliance with building controls and Council requirements. Work is carried out under the auspices of more senior authorities including Council planners and building surveyors
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Undertake initial assessment of compliance with building controls and Council requirements	1 Site is inspected to ascertain site conditions
	2 Adjoining property owners are notified of application and protection of adjoining properties is assessed
	3 Building approval documentation is assessed for compliance within statutory regulations
	4 Specialist technical advice is obtained where required to protect the owners and Council interests
	5 Additional information or revised drawings are sought where necessary
	6 Technical reports and referral authority requirements are examined and assessed to determine impact on performance and compatibility requirements
2 Refer applications to relevant authorities for comment and approvals	1 A recommendation to refuse or consent to conditions is proposed for the consideration of relevant authorities
	2 Relevant copies of application and documentation are forwarded to relevant authorities within prescribed timeframes
	3 Decision by relevant authorities is accurately recorded and required return date noted
3 Notify applicant of decision	1 Building approval documentation is prepared as appropriate within statutory and Council requirements
	2 Additional information is sought from applicant as appropriate within statutory and Council requirements
	3 Conditions of approval are clearly stated on documents to avoid misinterpretation

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		4	All actions are recorded accurately according to Council procedures
		5	Decision is communicated to applicant promptly
4	Represent the Council at appeals as required	1	Full and detailed evidence is collected and collated to ensure all aspects are covered
		2	A submission is prepared that supports and protects Council position and interests. Submission is forwarded to relevant authorities for approval
		3	Submission is presented at appeals hearings
		4	Specialist advice is obtained where required to ensure technical advice supports the Council authority position
		5	A clear report on the outcomes is prepared for Council

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Relevant authorities	building surveyor, environmental health officer, drainage authorities, water authorities, Council, planners, utilities
Statutory requirements	state building legislation, national building codes, relevant Australian standards, local laws, planning schemes, Council policies
Documentation	application forms, plans, specifications, technical reports, structural computations, referral authority reports, endorsed authority plans, certificates of title, soil reports, home warranty insurance certificates, working drawings, property information certificates, flooding certificates, resident submissions
Approval documentation	permits, building rules consent, licences
Information	written records, oral, reports, instructions, directions from supervisor/management, interviews (formal and informal), team meetings, reports from other services, agencies, specialists, experts, media

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EVIDENCE GUIDE

Critical aspects of evidence	building approvals comply with relevant statutory regulations and Council requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Building Code of Australia (Volumes I and II) for three-storey construction building acts and regulations relevant Australian standards relevant codes building approval process associated with class I and X buildings material properties and suitability structural engineering principles domestic building construction
Underpinning skills	inspection techniques plan reading/interpretation verbal and written communication in a multicultural/diverse environment, negotiation and conflict resolution with individuals and groups analytical/interpretative/calculations legal brief preparation and report writing interpreting structural load-span tables experience in assessing detached/attached, single and double story (class I and X buildings) including additions, new buildings and miscellaneous construction
Resource implications	access to workplace or a simulated case study that provides relevant resources including copies of essential documentation such as the Building Code of Australia (Volumes I and II), relevant Australian standards, local laws, planning schemes, examples of Council policies, architect plans and drawings, technical reports, relevant certificates and authorities, resident submissions (real or mock), reports from other services, agencies and specialists; access to building sites essential
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	prepare specialist technical advice, technical reports
Communicate ideas and information	**2**	represent Council at appeals
Plan and organise activities	**1**	organise site inspections
Work with others and in teams	**1**	work with other staff, applicants, neighbours
Use mathematical ideas and techniques	**1**	provide technical advice
Solve problems	**2**	assess for compliance
Use technology	**1**	access computer based information, preparation of reports

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UNIT LGAEHRW508A	UNDERTAKE EDUCATION PROGRAMS TO ACHIEVE REDUCTION, RE-USE AND RECYCLING OF WASTE
UNIT DESCRIPTOR	This unit covers the development and implementation of waste education programs and is equivalent to the unit *Develop and organise public education programs*
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Determine aims, objectives and target audience	1 Target audience is identified from community sector involved in waste production 2 Waste strategy is reviewed to identify outcomes and educational requirements 3 Aims and objectives are specified for educational programs
2 Develop program	1 The kind of program is determined to meet the needs of the target group and the waste strategy 2 Resources to implement the program are determined and obtained to achieve objectives within budget 3 The content and delivery method for the program is determined within budget to maximise impact 4 Cost effective support materials are prepared that are relevant to the target group and the subject 5 A trial of the program is conducted to ensure effectiveness in achieving required outcomes 6 Relevant program materials are produced or procured in sufficient quantities to meet identified needs
3 Implement program	1 The constraints to implementing the program are identified to enable program success to be maximised during implementation 2 The program is coordinated to reach the target audience within budget

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4	Monitor and review effectiveness of the program	1	Performance measures are determined which allow assessment of changes in waste practices or attitudes
		2	Relevant changes in waste practices and attitudes are measured objectively
		3	The need for intervention to make timely and relevant adjustments to ongoing programs is determined
		4	Information on educational program performance is made available to interested parties to ensure new strategies and programs are based on up-to-date knowledge and experiences

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Materials and resources	videos, displays, pamphlets, trainers, experts, signage, multilingual information
Programs	incentives, penalties, education, resident/rate payer participation, community groups, business groups

EVIDENCE GUIDE

Critical aspects of evidence	adequate resources obtained realistic aims and objectives defined program implemented within budget effectiveness of program reviewed
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	psychology of human behaviour recycling systems education principles re-use of materials relevant educational equipment/technology marketing principles

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Underpinning skills	marketing presentation budgeting analytical qualitative and quantitative research
Resource implications	access to workplace or simulated case study that encompasses consultation with community groups; access to communication materials such as videos, displays, pamphlets; access to relevant source materials and relevant personnel
Consistency in performance	evidence will need to be collected over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	determine kind of program required
Communicate ideas and information	**2**	communicate information on program performance
Plan and organise activities	**2**	conduct/coordinate trial of program
Work with others and in teams	**2**	coordinate program
Use mathematical ideas and techniques	**0**	
Solve problems	**2**	resolve problems with trial of program
Use technology	**1**	use a variety of presentation methods

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UNIT LGAEHRR509A	UNDERTAKE ENVIRONMENTAL AND NUISANCE CONTROLS
UNIT DESCRIPTOR	This unit covers the investigation of nuisances and the development and implementation of a control plan for complaints and notifications
FIELD	Environmental Health and Regulation

ELEMENT		PERFORMANCE CRITERIA	
1	Investigate reports of nuisances	1	Investigations are identified from assessments and reports and prioritised according to risk factors
		2	An appropriate form of investigation is determined based on risk assessment of the nature of the problem
		3	Investigation is carried out efficiently within priorities
		4	Data and information are collected to enable a clear determination of the problem
		5	Action is determined and undertaken to minimise impact of the current problem and the likelihood of recurrence
		6	A report is prepared and submitted to Council for information or direction
2	Institute proceedings for offences relating to nuisances	1	An offence is established through detection of a breach of relevant legislation
		2	Information relating to an offence is collated through a review of existing documentation
		3	Additional information is obtained by interview and assessment to substantiate details of the offence
		4	A decision to proceed with prosecution, issue warning or undertake no further action is determined by Council resolution
3	Develop and implement an environmental control plan for complaints and notifications	1	Complaints and health department notifications of all endemic environmental conditions are investigated in accordance with Council policy requirements
		2	An action plan is established which includes details of work required, cost and method of ongoing review
		3	A report is submitted to Council for adoption

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4 Resources are allocated and the control program implemented to reduce the environmental hazard

5 Monitoring and evaluation procedures are implemented annually, or as necessary, according to the nature of the hazard

6 Ongoing reports outlining the successes or shortfalls of the environmental control program are prepared for Council

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Data samples may include	air, soil and water samples, noise level readings, dates and times of nuisance, degree of disturbance or annoyance, vegetation, animals
Nuisances and environmental controls may include	Air, water or land pollution, pest or vector control, excessive noise, an intensity of insects or pest animals, implications of seasonal conditions, stray animals, contaminated sites
Risk factors may include	state, condition, activity, people affected, offensiveness
Legislation, codes and reference material may include	federal, state/territory and Local Government legislation including health act, Australian standards professional journals/reports environmental protection legislation, public and environmental health legislation, Local Government legislation
Council requirements may include	Council policies, procedures and guidelines strategic, business and management plans local ordinances, laws and by-laws
External authorities may include	police and emergency services, environmental protection authority, water authorities, justice department, conservation authorities, industry, Local Government departments, community services, youth services, aged services

EVIDENCE GUIDE

Critical aspects of evidence	environmental issues and nuisances identified and resolved
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil

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Underpinning knowledge	relevant legislation reference material environmental controls Council policies and procedures
Underpinning skills	investigation communication with public and Council (verbal and written) conflict/dispute resolution scientific equipment usage strategy implementation program planning
Resource implications	access to workplace or simulated case study that provides the following resources: copies of federal/state/Local Government legislation including health acts and environmental protection; appropriate Australian standards; professional journals and reports; Council policies, procedures and guidelines; relevant data sources; access to relevant authorities
Consistency in performance	competency must be demonstrated in all elements across a range of variables significant to Council's size, location and strategic plan
Context of assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	investigate reports of nuisances
Communicate ideas and information	**2**	submit report to Council
Plan and organise activities	**2**	plan and carry out investigation
Work with others and in teams	**2**	liaise with external authorities
Use mathematical ideas and techniques	**2**	collect data
Solve problems	**2**	establish an action plan
Use technology	**1**	use word processing software

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UNIT LGAEHRH608A	UNDERTAKE ENVIRONMENTAL HEALTH PLANNING
UNIT DESCRIPTOR	This unit covers implementing and reviewing strategies for identified community health needs
FIELD	Environmental Health and Regulation

ELEMENT	PERFORMANCE CRITERIA
1 Participate in the development of environmental health needs analyses	1 Relevant information to assist in an environmental health needs analysis is identified 2 Environmental health surveys that identify public health needs are developed and implemented 3 Existing services and strategies are reviewed to ensure relevance 4 Community networks are established and maintained to ensure broad exposure to local needs
2 Prepare and review environmental health strategies and policies	1 Health needs' analyses are used to prepare and review strategies and policies to identify priorities and long term plans for public environmental health development 2 Public and workplace consultation is undertaken to ensure plans are acceptable and support is available
3 Prepare and review operational plans and strategies	1 Plans and strategies are prepared which identify priorities within relevant environmental health policy, legislation, codes of practice, community input and Council's strategic and management plans 2 Operational plans and strategies are reviewed to ensure objectives are relevant 3 Implementation of plans and strategies is overseen to ensure availability of resources to meet objectives

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Health needs may include	environmental health services, gaps in provision of services public expectations/needs and educational/information needs legislative needs support services and services coordination emerging health issues OHS implementation needs of ethnic and minority groups demographic groupings
Council requirements may include	Council policies, procedures and guidelines; strategic, business and management plans; and local ordinances, laws and by-laws
Legislative requirements may include	federal, state/ territory and Local Government legislation
Community may include	residents, community groups, business, government agencies, community health centres

EVIDENCE GUIDE

Critical aspects of evidence	demonstrated knowledge of environmental health policy and Council, community and legislative requirements
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	community needs Council structure, services and relevant policies community networks environmental health surveys environmental health issues
Underpinning skills	reporting to community and management consultation with community groups and relevant Council staff communication program planning report writing

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Resource Implications	access to workplace or simulated case study that provides the following resources: copies of relevant Council policies, procedures and guidelines; survey materials; computer data base; process for consultations (real or simulated)
Consistency in performance	competency must be demonstrated in all elements across a range of variables significant to Council's size, location and strategic plan
Context of Assessment	on-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	collect data using surveys
Communicate ideas and information	**2**	report to management on planning and review processes
Plan and organise activities	**2**	hold consultations
Work with others and in teams	**2**	liaise with relevant staff and organisations
Use mathematical ideas and techniques	**2**	implement survey
Solve problems	**2**	identify priorities
Use technology	**1**	enter data

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UNIT LGAPLEM406A	UNDERTAKE RESEARCH AND ANALYSIS OF THE NATURAL AND BUILT ENVIRONMENT
UNIT DESCRIPTOR	This unit covers research on current and future trends to provide a basis for development of options
FIELD	Planning and Management of the Physical Environment

ELEMENT		PERFORMANCE CRITERIA	
1	Review relevant literature and statistics	1	Comprehensive literature search is undertaken
		2	Analysis is undertaken to draw out key issues that impact on endorsed objectives
2	Undertake collection of primary data	1	Statistically valid survey and questionnaires are undertaken of representative sample infrastructure relevant to objectives
		2	Relevant primary data from other agencies is collected
3	Identify trends and projections	1	Data is categorised and ordered to enable information to be analysed
		2	Data is prioritised according to objectives
		3	Collated data is analysed to identify trends and projections
		4	Accurate and demonstrable forecasts are prepared consistent with analysed information
4	Prepare an existing conditions report	1	Clear and comprehensive documentation is prepared for consultation that provides a basis for development of options
		2	Support documentation is drafted that details full data analysis in a clear manner

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Literature/statistics	census data, national magazines, books and reviews, international developments, academic studies, government and industry statistics; requirements of Native Title

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Data sources	maps, resident views, user views, aerial photography, site inspections, other agencies e.g. meteorological, water authorities, Australian Bureau of Statistics
Consultations	workshops, public meetings, leaflets, shop front displays, media usage
Objectives	as set by manager, Council priorities, community expectations, emerging trends

EVIDENCE GUIDE

Critical aspects of evidence	forecasts are based on accurate and well analysed data report provides clear and informed options report identifies sources of data
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	evaluation methodologies relevant software applications economic, social and environmental issues information sources
Underpinning skills	qualitative and quantitative research preparation and presentation of statistics/data including charting, graph preparation, tables, maps, models and plans written and verbal communication strategies for a multicultural/diverse environment
Resource implications	access to workplace or simulated case study that provides the following resources: relevant software applications; various data sources such as maps, resident views, user views, aerial photography, site inspections, other agencies e.g. meteorological, water authorities, Australian Bureau of Statistics
Consistency in performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	may be undertaken on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	review relevant literature, collect primary data
Communicate ideas and information	**1**	consult to get data and information
Plan and organise activities	**1**	plan consultation strategies, organise meetings
Work with others and in teams	**2**	gather material from a range of sources
Use mathematical ideas and techniques	**1**	use graphs for forecasting
Solve problems	**2**	identify trends
Use technology	**1**	access computer based information

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UNIT LGAPLEM614A	UNDERTAKE TRAFFIC PLANNING ANALYSIS
UNIT DESCRIPTOR	This unit covers the identification of traffic speed, development of options and the preparation and assessment of a plan to manage traffic speed and volume
FIELD	Planning and Management of the Physical Environment

ELEMENT	PERFORMANCE CRITERIA
1 Identify traffic speed, volume and vehicle class concerns	1 Complaints, requests and comments are analysed to identify problems, risks and concerns 2 Records and statistics are monitored to identify problems 3 Research is undertaken to collect evidence regarding identified problems and related issues
2 Assess traffic speed, volume and vehicle class concerns	1 Problems are investigated to clearly establish conditions and causes related to traffic speed, volume and vehicle class 2 Identified problems are compared and assessed against legislative requirements, constraints, codes of practice and community expectations 3 Clear priorities based on a ranking of safety factors are established
3 Develop and evaluate options	1 Options relevant to rectifying problems and concerns are identified 2 Options are assessed on the basis of cost effectiveness, efficiency and practicality 3 Preferred options to rectify problems and concerns are selected based on Council guidelines
4 Prepare preliminary report for Council	1 Options are submitted to Council for endorsement 2 Opportunities are provided for community consultation to promote preferred options 3 Statutory and other relevant authority approvals are obtained in required timeframes 4 Clear concise documentation is prepared that provides full preliminary cost details

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5	Prepare detailed design	1 Regular and clear communication with design personnel is undertaken to ensure preferred option objectives are met 2 Implementation timeframes are advised to design personnel to ensure detail design is completed as required 3 Design development is monitored to completion 4 A safety design audit is undertaken 5 Final detailed cost estimates are accurately prepared 6 Treatment is recommended to the construction program to assist budget allocation and timeframes
6	Assess design approach	1 Records and statistics are monitored to measure the effectiveness of design 2 Complaints, requests and comments are reviewed to identify ongoing acceptance of the design

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Class of vehicle	commercial, articulated, public transport, over dimensional, bicycle, cars, motor cycles, trams, horses, b-doubles
Class of road	arterial, non-arterial, local, collector
Environment contexts	metropolitan, urban, regional or rural
Authorities	state/territory or federal government, police, road authorities
Council guidelines	risk assessment, cost benefit ratio, community expectations
Constraints	financial, state road authorities, topography, politics, interest groups, access limitations
Treatment	construction, diversion, speed zones, traffic lights, road humps, roundabouts

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EVIDENCE GUIDE

Critical aspects of evidence	analysis of information effective interaction with the community production of accurate information analysis of sites and information data interpretation presentation and endorsement of options effective problem-solving based on research
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	national and state traffic management policy traffic classification and statistics traffic legislation traffic engineering practice Council policy and infrastructure planning development and principles community profile and demographic trends
Underpinning skills	consultation and negotiation with a range of stakeholders qualitative and quantitative research methodologies traffic planning policy interpretation traffic control device design and application written and verbal reporting strategies application of standards and guidelines forecasting trends estimating resources and cost control procurement policies analytical approaches to data calculation of resources design principles and skills
Resource implications	access to workplace or simulated case study that incorporates the following resources: computer data bases, survey equipment, land and traffic surveys; copies of relevant legislation, Council policies
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	undertake research, compare and assess identified problems
Communicate ideas and information	**2**	organise education programs, present options
Plan and organise activities	**3**	organise the design work and undertake a safety audit to evaluate
Work with others and in teams	**2**	liaise with police, schools, road users, road authorities
Use mathematical ideas and techniques	**3**	use statistics, economic analysis
Solve problems	**3**	formulate options, community negotiation
Use technology	**2**	use computer data bases, survey equipment, land and traffic surveys

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UNIT LGACORE104A	WORK EFFECTIVELY IN THE LOCAL GOVERNMENT CONTEXT
UNIT DESCRIPTOR	This unit covers accepting responsibility for and managing own work in a Local Government environment
FIELD	Core Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Apply knowledge and understanding of Council responsibilities and structure to work	1	Work reflects understanding of relationship between elected members and Council staff
		2	Responsibilities and duties are performed in accordance with Council policies and procedures
2	Accept responsibility for quality of own work	1	Work area is well organised and safe and is in accordance with relevant standards and policies
		2	Own work is monitored and adjusted according to requirements for job quality, customer service, public responsibility and resource use
		3	Council's code of conduct is adhered to
		4	Variations in the quality of service and/or products from required standards are detected and reported in accordance with Council procedures
		5	Quality improvement tools and techniques are used both individually and as part of a team to systematically improve the quality of work and services
3	Manage own work	1	Instructions are interpreted correctly and checked against prescribed scope and standard of work
		2	Factors affecting work requirements are identified and appropriate action is taken
		3	Work load is assessed and prioritised within allocated timeframes
		4	The need for additional support to improve performance is communicated clearly to the appropriate person
4	Maintain public safety	1	Potential health and/or safety hazards are identified and responded to in line with Council procedures

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		2	Emergency situations are quickly and correctly recognised, assessed and responded to in line with Council procedures
		3	The potential effect of incidents on different customers, including those with special needs, is taken into account in determining appropriate action
		4	Requests for assistance from other staff or the public are responded to promptly and appropriately
		5	Reports on accidents and incidents are provided in accordance with Council and legal requirements
		6	Reports are accurate and comprehensive and clearly distinguish fact and opinion
5	Implement environmental procedures	1	Environmental risks and/or impacts relevant to the specific work being undertaken are identified
		2	All work activities are carried out in accordance with relevant environmental procedures including sustainable energy work practice
		3	Environmental risks and incidents are dealt with, recorded and/or reported according to Council and workplace procedures
		4	Contribution to the review of environmental procedures is made within limits of responsibility
6	Contribute to change process	1	Implications of external change on the Council are identified
		2	Implications of change in the workplace on own job are identified
		3	Agreed changes to improve work outcomes are acted upon
		4	Appropriate avenues are accessed to provide suggestions for improvements
		5	Suggestions for improving the work are contributed in a constructive way

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competency will also vary according to Council's quality system, environmental strategy and the extent and type of workplace change

The work environment may be inside or outdoor and application will also vary according to work function within Council and the composition of the work group or team

Factors affecting work requirements	time and weather contingencies, other work demands

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Workplace	worksite, Council, section, service, business unit, department, work team
Standards	standards set by work group, organisational policies and procedures, specified work standards, legislation, Australian standards
Contribution to review of procedures	suggestions, questions, comments, participation in committees
Accidents and incidents	fires, accident to member of public or staff, spillage, breakage, bomb threats, hold ups
Special needs	people with a disability, children, elderly people, people from non-English speaking background
Workplace procedures	environmental procedures including emergency procedures and sustainable energy working practice
Policies and procedures	quality system policies and procedures, environmental, accident reports, responsibilities and duties
Customers	internal and external
Workplace change	implementation of new work practices and services, organisational restructures, introduction of new technology or communication systems, amalgamations
External change	international, national, state changes, changes in society

EVIDENCE GUIDE

Critical aspects of evidence	demonstrate understanding of implications of working in the context of Local Government demonstrate understanding of duty of care requirements positive contribution to quality improvement and workplace change working within procedures and policies effectively managing own work demonstrating sustainable energy work practice
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** LGACORE102A - Follow defined occupational health and safety policies and procedures

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Underpinning knowledge	Council's OHS policies and procedures Council's environmental policies and procedures Council's quality system policies and procedures Council's emergency procedures Council's organisational structure communication channels within Council election process role of Councillors and mayor structure of government in Australia functions of Local Government boundaries of Local Government area duty of care requirements, Council's public liability sustainable energy work practice techniques
Underpinning skills	prioritising work communicating need for support responding to workplace change reporting accidents and incidents verbally filling in accident and incident report forms interpreting instructions implementing sustainable energy work practice
Resource implications	access to workplace or simulated case study that incorporates the following resources: copies of legislation, Council business/strategic plans and other policies/procedures and standards
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	identify relevant procedures
Communicate ideas and information	**1**	provide suggestions on improvements to services
Plan and organise activities	**2**	prioritise work load
Work with others and in teams	**1**	accept instructions from others
Use mathematical ideas and techniques	**0**	
Solve problems	**1**	improve quality of work
Use technology	**0**	

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UNIT LGACORE105A	WORK WITH OTHERS IN LOCAL GOVERNMENT
UNIT DESCRIPTOR	This unit relates to working with co-workers, managers and team leaders, and elected members
FIELD	Core Unit

ELEMENT		PERFORMANCE CRITERIA	
1	Promote cooperation	1	Responsibilities and duties are undertaken in a positive manner to promote cooperation and good relationships
		2	Communication with others is conducted in a clear, concise and comprehensive manner in accordance with Council's workplace standards
		3	Communication with others is conducted in a courteous manner and is appropriate to age, culture and linguistic background and position in the organisation
		4	Communication is appropriate to the purpose, the situation and the relationship with the receiver
		5	Problems and conflict are recognised and resolved, where possible, through personal communication and/or are referred to a more senior officer for resolution
2	Assist others	1	Commitments to undertake work or assist colleagues/co-workers are fulfilled
		2	Information relevant to work is shared with colleagues/co-workers to ensure designated work goals are met
		3	Knowledge and skills are shared with colleagues/co-workers using mentoring and coaching techniques
3	Contribute to a productive work environment	1	Contribution of individuals of different age, gender and social and cultural backgrounds is recognised and accessed
		2	The principles of equal employment opportunity are observed and implemented
		3	Work is consistent with workplace standards relating to anti-discrimination, workplace harassment and democratic decision making

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Communication	verbal: face-to-face, telephone, two-way radio written: electronic, memos, instructions, forms non-verbal: gestures, signals, signs, diagrams
Relationship with receiver	in terms of authority, status, expertise, familiarity, position in organisation
Council workplace standards	written, spoken, read, locating specific information, interpreting

EVIDENCE GUIDE

Critical aspects of evidence	appropriate communication used equal employment opportunity and anti-discrimination guidelines applied to work commitments fulfilled relevant work information shared
Interdependent assessment of units	**Prerequisite units:** nil **Co-requisite units:** nil
Underpinning knowledge	Council structure and functions own role in relation to whole of Council equal employment opportunity requirements anti-discrimination requirements relevant Council workplace standards own role and function in Council local community cultures
Underpinning skills	coaching others clear verbal communication resolving conflicts
Resource implications	access to workplace or simulated case study that incorporates the following resources: copies of legislation, Council business/strategic plans and other policies/procedures and standards
Consistency in performance	evidence will need to be gathered over a period of time across a range of variables
Context of assessment	on-the-job or in a simulated workplace environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	share relevant work information
Communicate ideas and information	**1**	resolve or refer conflicts
Plan and organise activities	**1**	fulfil commitments to customers
Work with others and in teams	**2**	assist others through coaching
Use mathematical ideas and techniques	**0**	
Solve problems	**1**	resolve or refer problems
Use technology	**0**	

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AUSTRALIAN LOCAL government Training

Local Government Training Package

LGA00

PART FOUR: IMPORTED COMPETENCIES

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- Public Service Training Package

The national Industry Training Advisory Board for Local Government

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Telephone +61 3 9630 9800
Facsimile +61 3 96309888
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Telephone +61 3 9630 9836
Facsimile +61 3 9639 4684
Website www.atpl.net.au

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Preamble

This Section of the Local Government Training Package contains the details of competencies developed by other Industry Training Package developers. Users should refer to the Local Government Training Package Part One: Qualification Framework functional areas of work carried out by Local Government authorities either directly or indirectly.

In providing the units of competency from the endorsed Training Packages, National Training Advisory Ltd (NTA), as the National ITAB for Local Government, believes the information contained herein to be correct at the time of printing. NTA does not take responsibility for any errors or omissions that may have occurred in setting out this information. All relevant ITABs were contacted prior to submitting this Training Package for endorsement to confirm the content.

It is recognised that the content of Training Packages will be continually updated. Users of the materials contained in this section of the Qualifications Framework for Local Government are advised to consult NTA, or the relevant industry ITABs listed on the following pages to confirm the content and status of the information provided.

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National Industry Training Advisory Bodies Contact List

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ASSESSMENT AND WORKPLACE TRAINING PACKAGE

FRONTLINE MANAGEMENT INITIATIVE STANDARDS

PROJECT MANAGEMENT INITIATIVE STANDARDS

Ms Megan Lilly T: 03 9645 7555 F: 03 9645 7556
General Manager
Business Services Training Australia
Level 7
163 Eastern Road
South Melbourne VIC 3205
Email: megan@bsitab.org

PROPERTY – SPATIAL INFORMATION SERVICES
ASSET SECURITY training package

Mr Alan Ross
Executive Officer T: 02 6230 2907 F: 02 6230 2849
Property Services Training Australia
PO Box 314
Hall ACT 2618
Email: alan.ross@pstrain.com.au

COMMUNITY SERVICES TRAINING PACKAGE

Miss Diane Lawson Ph: 02 9263 3589 Fax: 02 9263 3599
Chief Executive Officer
Community Services and Health Training Australia
GPO Box 9848 Sydney NSW 2001
Email: anyone@cshta.com.au

INFORMATION TECHNOLOGY TRAINING PACKAGE

Mr Leo Van Neuren Ph: 03 9349 4955 Fax: 03 9349 4844
Executive Officer
Information Technology and Telecommunications ITAB
Suite 3, 139 Queensberry Street
Carlton South VIC 3053
Email: leo.vn@ittitab.com.au

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OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE

Mr Tony Guihot **Ph: 02 9552 4479** **Fax: 02 9552 4165**
Executive Officer
Sport and Recreation Training Australia
PO Box738
Glebey NSW 2037
Email: guihott@srtaustralia.org.au

PUBLIC SERVICES TRAINING PACKAGE

Ms Meg Barnett **Ph: 08 8226 2808** **Fax: 08 8226 2888**
Executive Officer
Public Service Education Training Australia (PSETA)
State Administration Centre
Level 12/200 Victoria Square
Adelaide 5001
Email: barnett.meg@saugov.sa.gov.au

FINANCIAL SERVICES TRAINING PACKAGE

Ms Catherine Chaffey **Ph: (02) 9299 6799** **Fax: (02) 9299 7702**
Chief Executive Officer
National Finance ITAB
Suite 103, Level 1
83 York Street
Sydney NSW 2000
Email: cchaffey@nfitab.com.au

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Local Government Training Package

ADMINISTRATION

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT BSAFIN101A: PREPARE ROUTINE FINANCIAL DOCUMENTS

This Unit covers knowledge necessary to complete petty cash reimbursements, purchase requisitions and receipt documentation.

Related Units:

BSAFIN201A - Prepare and process financial documentation for cash flow and accounting records

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN101A/03	Complete receipts	• Receipts are completed according to enterprise guidelines • Receipts are presented to nominated person for authorisation • Receipts are forwarded to payer according to enterprise guidelines
BSAFIN101A/02	Complete requisitions	• Purchase and/or internal stock requisitions are completed according to enterprise guidelines • Purchase/stock requisition is presented to nominated person for authorisation • Purchase/stock requisition is presented within designated timelines to nominated person for processing
BSAFIN101A/01	Claim reimbursement from a petty cash fund	• Petty cash voucher is completed according to enterprise guidelines • Voucher is presented to authorised person for reimbursement

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Enterprise procedures and policies

Business source documents used may include, but are not exclusive to the following:

- petty cash vouchers
- petty cash book
- purchase/stock requisitions
- quotations
- receipts

Recording mechanisms/systems, e.g.

- paper-based
- electronic
- enterprise accounting system

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance and questioning to indicate understanding and knowledge of preparing routine financial documents in accordance with enterprise procedures and policies.

More specifically, check that:

- documents are completed accurately
- numerical information is self checked
- petty cash vouchers are accompanied by receipts
- purchase/stock requisition is accompanied by quotation or other substantiation where necessary
- documents are distributed within designated timelines

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UNIT BSAINF101A: HANDLE MAIL TO FACILITATE COMMUNICATION

This Unit covers recording and distributing incoming mail and collecting and despatching outgoing mail within enterprise timelines.

Related units:
BSAINF201A - Handle mail to facilitate information flow

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAINF101A/03	Collate and despatch documents for bulk mailing	• Quantities/resources/time to complete bulk mailing of documents estimated correctly • Documents are collated as required • Envelopes are sorted and batched in accordance with Australia Post specifications • Numerical information is self-checked • Batched items are lodged for delivery
BSAINF101A/02	Receive and despatch outgoing mail	• Outgoing mail is collected from each section of the enterprise, checked and sorted to ensure all items are correctly prepared for despatch • Outgoing mail is processed correctly to ensure all items are correctly prepared for despatch • Mail is recorded in register • Mail is despatched to meet designated timelines
BSAINF101A/01	Receive and distribute incoming mail	• Incoming mail is checked and registered to ensure accuracy of records • Titles and locations of company personnel and departments are identified and understood • Urgent and confidential mail is identified and distributed to the addressee promptly • Mail is sorted and despatched to the nominated person/location • Damaged, suspicious or missing items are recorded and where necessary reported promptly

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

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RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- security procedures
- mail register

Other variables:

- bulk mail quantities
- internal/external mail
- facsimiles
- email

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.
More specifically, to indicate understanding and knowledge of handling mail according to enterprise procedures and policies.

Check that:

- mail is distributed within the accepted enterprise timelines
- outgoing mail is collected within the accepted enterprise timelines
- mail is despatched on time, in appropriate mail style/envelopes
- numerical information is correct
- mail is accounted for
- bulk mail quantities are greater than 50 items
- documents are bulk mailed according to instructions
- problems are clarified and assistance sought when necessary

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UNIT BSAINF102A: HANDLE INFORMATION TO MAINTAIN ACCESS TO AND SECURITY OF RECORDS

This Unit covers handling files, records etc. so that documents can be found and accessed in accordance with enterprise procedures and policies.

Related units:
BSAINF202A -Process and analyse information to provide access to and security of records

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAINF102A/02	Identify and retrieve documents	• Specified files/records are located within the designated timelines • Located files are extracted from system and despatched to the nominated person • Security and confidentiality procedures are followed
BSAINF102A/01	File documents	• Documents are classified and sorted to maintain the integrity of the system • Classification uncertainties are referred to an appropriate authority • Documents are indexed and filed in correct location and sequence

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- security procedures
- despatching and collecting procedures
- confidentiality

Records system could include:

- databases

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- filing system
- stock register

Enterprise recording mechanisms/systems, e.g.

- paper-based
- electronic

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of handling information according to enterprise procedures and policies.

Check that:

- filing system codes are understood
- filing system integrity is maintained
- documents are correctly filed
- assistance is sought when necessary

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UNIT BSACOM101A: RECEIVE AND PASS ON MESSAGES TO FACILITATE COMMUNICATION FLOW

This Unit covers being able to receive and pass on written and verbal messages within enterprise timelines.

Related Units:

- BSACOM201A - Receive and pass on oral messages to facilitate effective communication
- BSACOM202A - Receive and pass on written information to facilitate communication flow

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSACOM101A/02	Receive and relay written messages	• Instructions for relaying written message are understood, recorded and clarified, if necessary • Message received is relayed to the nominated person within designated timelines
BSACOM101A/01	Receive and relay oral messages	• Message is understood and clarified, if necessary • Message is accurately recorded, if necessary • Message is accurately relayed to the nominated person within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- telephone protocol

Types of messages:

- telephone

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- verbal
- email

Originators of messages:

- internal/external

Information may be indicated in Auslan

EVIDENCE GUIDE

Routine is that which occurs within the context of everyday work tasks and activities.

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of receiving and passing on messages according to enterprise procedures and policies.

Check that:

- calls are answered within accepted enterprise time
- listening is attentive
- the enterprise is identified correctly
- messages are clear, concise and accurate
- messages are delivered promptly and followed up, if necessary
- telephone equipment is handled correctly
- calls are transferred with clarity and ease to the correct location/person
- written communication is clear and concise

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UNIT BSAENT101A: APPLY KNOWLEDGE OF ENTERPRISE TO COMPLETE ROUTINE ADMINISTRATIVE TASKS

This Unit covers demonstrating knowledge of the enterprise's main business and the main function of each department/staff member.

It also covers knowledge of the enterprise's format and procedures for documents.

Related Units:

- BSAENT201A - Apply knowledge of enterprise to promote its products and services
- BSACOM201A - Receive and pass on oral messages to facilitate effective routine communication

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAENT101A/02	Apply office procedures	• Office procedures are adopted in relation to correct documentation and format • Irregularities and/or difficulties are referred to designated person for resolution
BSAENT101A/01	Identify key functions and personnel/departments	• The nominated title of the enterprise is used for all official business dealings • The key purpose/prime function of the enterprise is identified upon request • The correct names of all the key departments are identified upon request • The function(s) of all key departments are identified upon request

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

RANGE OF VARIABLES

- Enterprise procedures and policies, e.g. procedures manual; document procedures/format
- Size and complexity of enterprise structure
- Availability of staff directory

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EVIDENCE GUIDE

Routine is that which occurs within the context of everyday work tasks and activities.

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of the enterprise to complete routine administrative tasks in accordance with enterprise procedures and policies.

Check that:

- accurate information about the enterprise is identified
- situations outside the employee's area of responsibility are identified and assistance is promptly requested
- enterprise procedures are applied, eg. 'house style' for documents

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UNIT BSATEC101A: OPERATE A RANGE OF OFFICE EQUIPMENT TO COMPLETE ROUTINE TASKS

This Unit covers selecting and using the correct office equipment (for example, computer, fax, telephone) to complete a task.

Related Units:

- BSATEC201A - Select, operate and maintain a range of office equipment to complete a range of tasks
- BSATEC301A - Use the advanced functions of a range of office equipment to complete daily tasks

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC101A/02	Operate equipment	• Equipment is used in accordance with instructions • Equipment faults are identified • Equipment faults are reported to nominated person/section • Shutdown procedures are followed, as appropriate
BSATEC101A/01	Select and locate equipment to be used for the tasks(s)	• Equipment selected is appropriate for task to be undertaken • Equipment is located and checked for availability of use by operator

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- storage facilities

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Equipment used may include, but is not exclusive to, the following:

- computer
- telephone
- intercom/paging system
- telephone answering machine
- facsimile machine
- photocopier

Instructions, e.g.

- manufacturer's guidelines
- procedures manual
- training notes

Relevant legislation, e.g.

- OHS
- copyright

EVIDENCE GUIDE

Routine is that which occurs within the context of everyday work tasks and activities.

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of operating a range of office equipment to complete routine tasks in accordance with enterprise procedures and policies.

Check that:

- understanding of the various functions of office equipment and when to use them is demonstrated
- equipment is operated correctly
- faulty equipment is reported if necessary
- equipment is returned to appropriate place after use, if appropriate
- equipment is stored according to enterprise and manufacturer guidelines, if appropriate

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UNIT BSATEC102A: ACCESS AND RETRIEVE COMPUTER DATA

This Unit covers using a keyboard to use software to open, edit, save and close a file.

Related Units:

- BSATEC202A - Operate a computer to gain access to and retrieve data
- BSATEC203A - Operate a computer to produce simple documents

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC102A/04	Close file	• File is saved and closed • Program is exited in accordance with designated procedures • Data is stored in accordance with designated procedures
BSATEC102A/03	Retrieve data	• Data to be retrieved is located within the file
BSATEC102A/02	Open file	• Software appropriate for the task is selected • File is correctly identified and opened
BSATEC102A/01	Operate computer equipment	• Computer is turned on in accordance with manufacturer's instructions • Log on procedures are followed where necessary • Keyboard is operated within the designated speed and accuracy requirements • OHS guidelines relating to screen based equipment and ergonomic workstations are observed

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- typing speed
- typing accuracy

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Instructions, e.g.

- manufacturer's guidelines
- procedures manuals
- training notes

Keyboard skills include, but are not exclusive to:

- operating a mouse
- keyboard entry

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of accessing and retrieving computer data in accordance with enterprise procedures and policies.

Check that:

- computer equipment is operated correctly
- necessary data is retrieved as required within designated timelines
- disks are stored in accordance with enterprise procedures

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UNIT BSAINF201A: HANDLE MAIL TO FACILITATE INFORMATION FLOW

This unit covers receiving and distributing incoming mail and collecting and despatching outgoing mail. It also covers collating and despatching bulk mail according to Australia Post specifications.

Related units:
BSAINF101A - Handle mail to facilitate communication

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAINF201A/04	Organise courier for emergency and same day deliveries	• Items for emergency delivery are weighed, wrapped and addressed • Cheapest and best option for delivery is determined and selected • Follow-up is made if necessary
BSAINF201A/03	Collate and despatch documents for bulk mailing	• Quantities/resources/time to complete bulk mailing of documents estimated correctly • Documents are collated as required • Envelopes are sorted and batched in accordance with Australia Post specifications • Numerical information is self-checked • Batched items are lodged for delivery
BSAINF201A/02	Receive and despatch outgoing mail	• Outgoing mail is collected from each section of the enterprise, checked and sorted • Outgoing mail is processed correctly for despatch • Mail is recorded in register • Mail is despatched to meet designated timelines
BSAINF201A/01	Receive and distribute incoming mail	• Incoming mail is checked and registered to ensure accuracy of records • Titles and locations of company personnel and departments are identified and understood • Urgent and confidential mail is identified and distributed to the addressee promptly • Mail is sorted and despatched to the nominated person/location • Damaged, suspicious or missing items are recorded and where necessary reported promptly

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1

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Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- security procedures
- mail register

Courier selection:

- location of receiver
- urgency of delivery

Other variables:

- Facsimiles
- email
- Bulk mail quantities
- Internal/external mail

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of handling mail according to enterprise procedures and policies.

Check that:

- mail is distributed within the accepted enterprise timelines
- outgoing mail is collected within the accepted enterprise timelines
- mail is despatched on time, in appropriate mail style/envelopes
- numerical information is correct
- mail is accounted for
- bulk mail quantities are greater than 50 items
- documents are bulk mailed according to instructions
- problems are clarified and assistance sought when necessary
- emergency despatches are organised when needed

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UNIT BSAINF202A: PROCESS AND ANALYSE INFORMATION TO PROVIDE ACCESS TO AND SECURITY OF RECORDS

This unit covers locating information about the enterprise and using and maintaining the enterprise's records and filing system.

Related units:
BSAINF102A - Handle information to maintain access to and security of records

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAINF202A/05	Remove inactive and dead files	• Designated inactive files are removed from the working system, recorded and stored • Designated dead files are removed from the working system and archived • File index is updated to show current status of records on file
BSAINF202A/04	Update and modify existing enterprise records	• Records are kept up to date to maintain the integrity of the system • Records are kept accurate to maintain the integrity of the system • Records are filed to maintain the integrity of the system • Individual items are gathered and entered into the filing system • New files are recorded and indexed
BSAINF202A/03	Identify and retrieve documents	• Specified files/records are located within the designated timelines • Located files are extracted from system and despatched to the nominated person • Security and confidentiality procedures are followed
BSAINF202A/02	File documents	• Documents are classified and sorted to maintain the integrity of the system • Classification uncertainties are referred to an appropriate authority • Documents are indexed and filed in the correct location and sequence
BSAINF202A/01	Process and analyse information requests	• Main sources of everyday information are located within the office • Information about enterprise products and services is understood and utilised

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- security procedures
- despatching and collecting procedures
- enterprise formats
- procedures for updating records
- archiving procedures

Records system can include:

- databases
- filing system
- stock register

Enterprise records systems and filing systems, e.g.

- paper-based
- electronic

Enterprise filing system coding, e.g.

- numbers
- colours
- letter combinations

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of processing and analysing information according to enterprise procedures and policies.

Check that:

- filing system codes are understood

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- information requests are handled within enterprise timelines
- filing system integrity is maintained
- documents are correctly filed
- records are kept updated and accurate
- assistance is sought when necessary

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UNIT BSACOM201A: RECEIVE AND PASS ON ORAL MESSAGES TO FACILITATE EFFECTIVE ROUTINE COMMUNICATION

This Unit covers receiving and relaying oral messages, answering telephones and handling telephone queries, transferring telephone calls and making telephone calls.

Related Units:

- BSACOM101A - Receive and pass on messages to facilitate communication flow
- BSAENT101A - Apply knowledge of enterprise to complete routine administrative skills
- BSAENT201A – Apply knowledge of enterprise to promote its products and services
- BSACOM301A - Collect and provide information to facilitate communication flow

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSACOM201A/03	Make telephone calls	• Telephone equipment used is inclusive, but not exclusive, of: picking up a group; transferring calls; putting calls on hold; redialling; conference calls • Purpose of outgoing calls is clearly conveyed • Telephone numbers are correctly obtained and contact established
BSACOM201A/02	Respond to incoming telephone calls	• Calls are answered promptly and clearly using designated enterprise protocol • Callers are correctly identified and their requirements accurately established • Callers are given only disclosable information • Callers' enquiries are answered or transferred to the appropriate location/person
BSACOM201A/01	Receive and relay oral messages	• Message is understood and clarified, if necessary • Message is accurately recorded, if necessary • Message is accurately relayed to nominated person within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

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Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- telephone protocol

Types of messages:

- telephone
- verbal

Originators of messages:

- internal/external

Information may be indicated in Auslan

EVIDENCE GUIDE

Routine is that which occurs within the context of everyday work tasks and activities.

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion. More specifically, to indicate understanding and knowledge of how to receive and pass on oral information according to enterprise procedures and policies.

Check that:

- calls are answered within accepted enterprise timelines
- listening is attentive
- the enterprise is identified correctly
- messages are clear, concise and accurate
- telephone equipment is handled correctly
- calls are transferred with clarity and ease to the correct location/person

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UNIT BSACOM202A: RECEIVE AND PASS ON WRITTEN INFORMATION TO FACILITATE COMMUNICATION FLOW

This Unit covers receiving and relaying written messages and writing simple documents such as standard letters and memoranda.

Related Units:

- BSACOM101A - Receive and pass on messages to facilitate communication flow
- BSACOM301A - Collect and provide information to facilitate communication flow

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSACOM202A/02	Draft simple correspondence	• Messages are written on designated message pad • Simple correspondence is drafted and presented for approval and signature within designated timelines • Text is written using clear and concise language • Spelling, punctuation and grammar are correct • Intended meaning of correspondence is readily understood by recipient Information is self-checked and presented for frequent progress checks by designated officer
BSACOM202A/01	Receive and relay written messages	• Message received is understood and relayed to the nominated person within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- correspondence format
- enterprise information
- technical vocabulary
- intended audience

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Written information may include:

- Braille
- email
- facsimiles

Simple correspondence may include:

- memoranda
- messages
- standard/form letters

EVIDENCE GUIDE

Simple correspondence is that which is produced to a standard format.

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of receiving and passing on written information in accordance with enterprise procedures and policies.

Check that:

- listening is attentive
- messages and written communication are clear, concise and correct
- correspondence produced is in the standard format
- the correct signature is obtained, if necessary
- purposes of various routine texts are understood
- spelling and grammar are checked for accuracy
- assistance is sought if necessary

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UNIT BSATEC201A: SELECT, OPERATE AND MAINTAIN A RANGE OF OFFICE EQUIPMENT TO COMPLETE A RANGE OF TASKS

This Unit covers choosing equipment to complete a variety of tasks and includes the equipment, undertaking routine maintenance and reporting faults to the appropriate person.

Related Units:

- BSATEC101A - Operate a range of office equipment to complete routine tasks
- BSATEC301A - Use the advanced functions of a range of office equipment to complete daily tasks

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC201A/03	Identify and/or rectify minor faults	• Routine maintenance is undertaken to ensure equipment meets specifications of manufacturer • Equipment faults are accurately identified • Action is taken to ensure equipment is repaired in accordance with instructions • Repairs outside operator's area of responsibility are reported to the nominated person/section for rectification
BSATEC201A/02	Operate equipment	• Equipment is used in accordance with instructions • A range of equipment functions are used • Shutdown procedures are followed, as appropriate
BSATEC201A/01	Select equipment to be used for the tasks	• Equipment selected is appropriate for the task to be undertaken • Equipment is checked for availability of use by operator

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- storage facilities

Equipment used may include, but is not exclusive to, the following:

- computer
- telephone
- intercom/paging system
- telephone answering machine
- facsimile machine
- photocopier
- binding machine

Instructions, e.g.

- manufacturer's guidelines
- procedures manual
- training notes

Relevant legislation, e.g.

- OHS
- copyright

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion. More specifically, to indicate understanding and knowledge of selecting, operating and maintaining a range of office equipment to complete a range of tasks in accordance with enterprise procedures and policies.

Check that:

- understanding of the various functions of office equipment and when to use them is demonstrated
- equipment is operated correctly
- faulty equipment is investigated and fixed or reported upon if necessary

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UNIT BSATEC202A: OPERATE A COMPUTER TO GAIN ACCESS TO AND RETRIEVE DATA

This Unit covers using a keyboard to use standard software to open, edit, save and close a file.

Related Units:

- BSATEC102A - Access and retrieve computer data
- BSATEC203A - Operate a computer to produce simple documents

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC202A/04	Close file	• File is saved and closed • Program is exited in accordance with designated procedures • Data is stored in accordance with designated procedures
BSATEC202A/03	Retrieve and print data	• Data to be retrieved is located within the file • Copy of the data is printed as required
BSATEC202A/02	Open file	• Software appropriate for the task is selected • File is correctly identified and opened
BSATEC202A/01	Operate computer equipment	• Computer is turned on in accordance with manufacturer's instructions • Log on procedures are followed where necessary • Keyboard is operated within designated speed and accuracy requirements • OHS guidelines relating to screen based equipment and ergonomic workstations are observed

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Planning and organising activities	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies

Equipment used, e.g.

- computers
- printers

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Enterprise operating network protocols

Instructions, e.g.

- manufacturer's guidelines
- procedures manual
- training notes

Relevant legislation, e.g.

- OHS
- copyright

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of operating a computer to access and retrieve data in accordance with enterprise procedures and policies.

Check that:

- computer equipment is operated correctly, ie. according to operations manuals and enterprise requirements
- necessary data is retrieved and printed as required within designated timelines
- disks are stored in accordance with enterprise procedures

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UNIT BSATEC203A: OPERATE A COMPUTER TO PRODUCE SIMPLE DOCUMENTS

This Unit covers using a computer to create new files and to create a document.

Related Units:

- BSATEC102A - Access and retrieve computer data
- BSATEC202A - Operate a computer to gain access to and retrieve data
- BSATEC302A - Design and develop documents, reports and worksheets
- BSATEC303A - Maintain computer files
- BSATEC401A - Produce complex documents

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC203A/06	Save file and exit system	• Document is saved and stored in appropriate directory or folder • File is closed and applications programs are exited without loss of data • Backup copies of files are made in accordance with specified procedures if required • Disks/data are filed and stored in accordance with enterprise procedures
BSATEC203A/05	Print document	• Print preview is used to check document for format and layout • Adjustments to layout made where necessary to suit printed document • Appropriate stationery is loaded into the printer • Document is printed as required
BSATEC203A/04	Use manuals and online help to solve software problems	• Online help for software programs is used to solve problems • Manuals and training notes are used to solve problems • User documentation specific to the enterprise is used where provided
BSATEC203A/03	Edit information	• Data to be edited is identified • Data is entered, changed or deleted using keyboard/mouse • Document is saved regularly to avoid loss of data • Edited information is checked against original for accuracy of contents • Spelling, grammar and numeric data is checked • Draft is proofread prior to print
BSATEC203A/02	Produce document from written text using standard format	• Keyboard and mouse are operated within the designated speed and accuracy requirements • Document is produced with the required data • Document is produced in the required style and format • Document is produced within designated timelines

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- Document is saved regularly to avoid loss of data
- OHS guidelines relating to screen based equipment and ergonomic workstations are observed

BSATEC203A/01 Create file

- Appropriate software is selected
- New file is opened and named

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- backup procedures

Equipment used, e.g.

- computers
- printers

Software packages may include the following e.g.

- databases
- spreadsheets
- word processing
- email

Simple documents may include, but are not exclusive to:

- memos
- tables
- faxes
- email
- standard letters

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- invoices
- standard reports

Complexity of software functions being accessed
Enterprise operating network protocols

Instructions, e.g.

- manufacturer's guidelines
- procedures manual
- training notes

Relevant legislation, e.g.

- OHS
- copyright

EVIDENCE GUIDE

A simple document is that which is produced by using a range of standard functions on a software package.

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of operating a computer to produce simple documents in accordance with enterprise procedures and policies.

Check that:

- understanding of a range of software applications is demonstrated
- speed and accuracy are to enterprise standards (this may be the standard in Standards Australia AS 2708-1991 Typing Speed or AS 3549-1989 Typing Accuracy)
- document is produced correctly and in the appropriate/required format
- wastage of paper is minimised with the impact on the environment underpinning office administration procedures

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UNIT BSATEC204A: ORGANISE THE COPYING AND COLLATING OF DOCUMENTS

This Unit covers organising and completing the copying and collating of documents using the appropriate media and materials

Related Units:

- BSATEC101A - Operate a range of office equipment to complete routine tasks
- BSATEC201A - Select, operate and maintain a range of office equipment to complete a range of tasks

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC204A/03	Distribute documents	• Completed documents are despatched to the nominated person/section for distribution within designated timelines • Original documents are filed to ensure integrity and security of contents
BSATEC204A/02	Copy and collate documents	• Quantities and resources are correctly estimated to complete the task • Documents are copied to the designated standard for presentation • Copies are collated in accordance with designated specifications and bound, if necessary • Task is completed within designated timelines
BSATEC204A/01	Select appropriate media	• Appropriate media and material are identified and selected for the task

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Using mathematical ideas and techniques	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- storage of originals

Instructions

- manufacturer's guidelines
- procedures manual
- training notes

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Relevant legislation, e.g.

- OHS
- copyright

Equipment used e.g.

- photocopier
- binding machine

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of copying and collating documents in accordance with enterprise procedures and policies.

Check that:

- documents are copied and collated within designated enterprise timelines
- documents are copied accurately
- documents are checked for missing pages- documents are distributed within designated enterprise timelines
- media selected are appropriate for the task
- wastage of paper is minimised with the impact on the environment underpinning office administration procedures

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UNIT BSAFIN303A: MONITOR STOCK LEVELS TO MAINTAIN ENTERPRISE ACTIVITIES

This Unit covers the purchase and storage of common enterprise stationery, and maintaining these records.

Related Units:
BSAFIN503A - Manage and control stock supply

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN303A/02	Maintain stock control records	• Records are checked against original orders • Records are updated and maintained in an accurate manner to ensure confidentiality and security of information • Records are kept for the necessary period
BSAFIN303A/01	Monitor and maintain stock levels	• Determined optimum stock levels are maintained to ensure constant productivity • Purchase, receipt, storage and issue of stock is undertaken when required • Stock is valued using the nominated valuation method, if required • Stock levels are reconciled with paperwork and any discrepancies rectified or reported to nominated person/section within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- security procedures

Recording mechanisms/systems, e.g.

- paper-based
- electronic

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- enterprise accounting system

Stock variables, e.g.

- stationery
- equipment
- resources

Australian Accounting and Auditing Standards

Relevant legislation, e.g.

- ATO regulations

Business source documents may include but are not exclusive to:

- purchase requisitions
- purchase orders
- delivery dockets
- invoices
- credit notes
- inventory cards

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of monitoring stock levels to maintain enterprise activities in accordance with enterprise procedures and policies.

Check that:

- administrative stock levels are maintained to ensure smooth running of office
- discrepancies are dealt with promptly
- records are maintained
- stock is accounted for
- appropriate legislative procedures are followed

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UNIT BSAFIN305A: MAINTAIN FINANCIAL RECORDS FOR REPORTING PURPOSES

This Unit covers making entries into the general journal, posting journals into the general ledger and preparing a trial balance from the general ledger.

Related Units:

- BSAFIN201A - Prepare and process financial documentation for cash flow and accounting records
- BSAFIN301A - Maintain daily financial records for accounting purposes
- BSAFIN302A - Monitor cash control for accounting purposes

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN305A/02	Maintain general ledger	• Journals are posted into general ledger • Debtors and creditors systems are reconciled with general ledger • Trial balance is prepared from general ledger
BSAFIN305A/01	Maintain data for general journal purposes	• Transactions are posted into general journal

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- security procedures

Recording mechanisms/systems, e.g.

- paper-based
- electronic
- enterprise accounting system

Australian Accounting and Auditing Standards

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Relevant legislation, e.g.

- ATO regulations

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of maintaining financial records for reporting purposes in accordance with enterprise procedures and policies

Check that:

- postings are accurate
- postings are legible
- totals are correct
- reconciliations are completed within designated timelines

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UNIT BSAFIN201A: PREPARE AND PROCESS FINANCIAL DOCUMENTATION FOR CASH FLOW AND ACCOUNTING RECORDS

This Unit covers competencies in petty cash transactions, invoices and banking documents.

Related Units:

- BSAFIN101A - Prepare routine financial documents
- BSAFIN301A - Maintain daily financial records for accounting purposes
- BSAFIN302A - Monitor cash control for accounting purposes
- BSAFIN305A - Maintain financial records for reporting purposes

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN201A/04	Prepare and process banking documents	• Deposits are accurately entered and balanced according to enterprise procedures and policies • Cheques and credit card vouchers are checked for validity (signatures, dates, amounts) before processing • Cash, cheques and credit cards are listed on banking deposit forms in accordance with the banking institution's guidelines • Pay-in documentation is reconciled with all money calculations (cash, cheques, credit cards, etc.) • Cash, cheques and credit card vouchers are bundled according to bank guidelines • Deposits are lodged with the banking institution
BSAFIN201A/03	Prepare invoices for debtors	• Calculations are performed to produce accurate invoices • Relevant documentation is checked to ensure accuracy of contents • Invoices are distributed to nominated person/section for verification prior to being despatched • Verified invoices are despatched within designated timelines • Verified figures are recorded according to enterprise procedures and policies • Documents are copied and filed for auditing purposes
BSAFIN201A/02	Reconcile invoices for payment to creditors	• Discrepancies between invoices and source documents are identified and reported to nominated person/section for resolution • Calculations on invoices are checked and errors identified • Errors are reported to nominated person/section for correction/resolution • Discrepancies and errors are rectified, as directed • Correct and authorised invoices are prepared for payment • Creditor enquiries are resolved or referred to nominated person/section for resolution
BSAFIN201A/01	Record and balance petty cash transactions	• Petty cash vouchers are prepared • Petty cash claims and vouchers are checked for accuracy and authenticity before processing • Petty cash transactions are recorded • Distribute petty cash according to enterprise guidelines

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- Transactions are totalled and the petty cash book is balanced
- Petty cash book is presented to nominated person/section for checking within designated timelines
- Irregularities are noted and referred to nominated person/section for resolution within designated timelines
- Documents for reimbursement of the petty cash fund are prepared according to enterprise guidelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies
Australian Accounting and Auditing Standards

Recording mechanisms/systems, e.g.

- paper-based
- electronic
- enterprise accounting system

Bank procedures and policies/requirements

Business source documents may include but are not exclusive to:

- petty cash vouchers/book
- purchase requisitions and orders
- invoices and receipts
- delivery dockets
- credit notes
- statements
- cheques
- deposit books

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EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of preparing and processing financial documentation for cash flow and accounting records in accordance with enterprise procedures and policies.

Check that:

- numerical information is self-checked
- petty cash is accounted for
- invoices are checked for accuracy
- irregularities are noted and corrected or referred to nominated person/section for rectification
- documents are checked for accuracy of contents
- documents are distributed to the nominated person/section for processing within designated timelines
- banking documents are filled out correctly and cash, cheques and credit card slips are bundled according to the bank's requirements

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UNIT BSAFIN301A: MAINTAIN DAILY FINANCIAL RECORDS FOR ACCOUNTING PURPOSES

This Unit covers maintaining common financial records such as petty cash, cash journals, bank reconciliation and accounts.

Related Units:

- BSAFIN201A - Prepare and process financial documentation for cash flow and accounting records
- BSAFIN302A - Monitor cash control for accounting purposes
- BSAFIN305A - Maintain financial records for reporting purposes

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN301A/04	Maintain creditors and debtors systems	• Transactions are entered into individual debtor and creditor accounts • Discrepancies are identified in individual debtor and creditor accounts • Errors in documentation are rectified or referred to the nominated person for action • Schedule of debtors and creditors is prepared and reconciled within designated timelines
BSAFIN301A/03	Enter credit transactions into journals	• Credit transactions are entered into journals • Discrepancies between transaction documentation and account entries are identified • Journals are cross checked and proofed • Errors in documentation are rectified
BSAFIN301A/02	Prepare bank reconciliations	• Cash receipts and payment summaries are checked for accuracy against bank statements • Direct debits and credits are entered into cash journals • Discrepancies are noted and resolved • Regular reconciliation reports are produced within designated timelines
BSAFIN301A/01	Enter cash transactions into cash journals	• Transactions are entered into cash journals and totalled • Cash journal entries are checked against individual documents • Cash journals are cross checked and proofed • Cash journal errors are noted and reported to nominated person/section for resolution within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Planning and organising activities	1

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Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies

Recording mechanisms/systems, e.g.

- paper-based
- electronic
- enterprise accounting system

Australian Accounting and Auditing Standards

Relevant legislation, e.g.

- ATO regulations

Business source documents may include, but are not exclusive to:

- petty cash vouchers
- petty cash book
- purchase requisitions and orders
- invoices and receipts
- delivery dockets
- credit notes
- statements
- cheques
- deposit books

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of maintaining daily financial records for accounting purposes in accordance with enterprise procedures and policies.

Check that:

- transactions are entered accurately
- errors are identified and rectified
- reconciliations are complete
- schedules of debtors and creditors are complete

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UNIT BSAENT301A: PROVIDE INFORMATION AND ADVICE REGARDING THE PRODUCTS/SERVICES OF THE ENTERPRISE TO MEET CLIENT NEEDS

This Unit covers assessing client's needs and determining which of the enterprise's products/services the client requires and providing the information or advice to the client.

Related Units:

- BSACOM301A - Collect and provide information to facilitate communication flow
- BSAENT401A - Provide advise in order to meet current and anticipated client requirements

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAENT301A/03	Follow up client needs	• Further information is despatched to client if required • Gaps in available information are identified and are referred to relevant person for action
BSAENT301A/02	Provide information and advice	• Client's needs are clarified and appropriate information is provided • Alternative sources of information/advice are discussed with client • Follow-up alternatives are offered
BSAENT301A/01	Clarify specific needs of client	• Client needs are accurately assessed against the products/services provided by the enterprise • Features and benefits of the products/services provided by the enterprise are clearly described and recommended for the client's needs • Client details are recorded clearly and accurately in the required format

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- availability of information
- products/services of the enterprise
- modes of enquiry

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Clients, e.g.

- internal; colleagues, departments, teams
- external

System for recording clients' needs/responses

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of providing advice and information regarding the products and services of the enterprise to meet client needs in accordance with its procedures and policies.

Check that:

- client needs are correctly identified
- client enquiries are recorded in the appropriate manner
- relevant products and services are recommended
- client is satisfied
- follow-up is within enterprise timelines
- follow-up is appropriate

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UNIT BSAENT302A: PROCESS CLIENT COMPLAINTS TO ENSURE THE GOALS OF THE ENTERPRISE ARE MET

This Unit covers dealing with client complaints according to the enterprise's procedures and ensuring that the client is satisfied.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAENT302A/03	Act to resolve complaint	• Optimal solution is negotiated with the client • Chosen solution is implemented within agreed time frame • Necessary documentation is finalised • Effectiveness of solution and related outcomes is evaluated • Any necessary changes to enterprise procedures are identified and passed on to relevant person for action
BSAENT302A/02	Identify options for complaint resolution	• Appropriate options for resolving the complaint are identified • Complaint referred to designated officer if resolution is not possible
BSAENT302A/01	Clarify the nature of the complaint	• Details of the complaint are established • Summary of the complaint is recorded accurately • Any inconvenience to the client is acknowledged and an apology is made if appropriate

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- complexity of complaint
- solutions available
- enterprise limits
- protocol for attending to complaints

System for recording client responses/complaints
Follow-up procedures

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EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of processing client complaints in accordance with enterprise procedures and policies.

Check that:

- the complaint is recorded
- all efforts are made to resolve the complaint in conjunction with the client
- the solution to the complaint is implemented within enterprise timelines
- the solution to satisfy client is within enterprise limits
- client is attended to in an appropriate manner

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UNIT BSATEC301B: USE THE ADVANCED FUNCTIONS OF A RANGE OF OFFICE EQUIPMENT TO COMPLETE DAILY TASKS

This Unit covers coordinating the advanced functions of a range of office equipment (for example, a computer and an audio transcriber or a computer and a financial calculator) to complete daily tasks.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC301B/01	Operate equipment	• The range of the equipment's functions is known • A range of advanced functions of office equipment is used • Advanced functions are operated correctly
BSATEC301B/02	Complete tasks	• Task is completed coordinating the advanced functions of a range of office equipment within designated timelines
BSATEC301B/03	Ensure equipment is maintained	• Maintenance program for equipment is scheduled to ensure minimum downtime is experienced • Signs of problems are identified and/or anticipated, and options for solutions are clarified with colleagues and/or supervisor

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Equipment used may include:

- computer
- audio transcribing machine
- financial calculator
- overhead projector
- photocopier
- facsimile
- scanner
- telephone system
- shredder

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- laminator
- binder
- franking machine

Advanced functions may include:
- performing calculations in tables and spreadsheets
- performing a mail merge
- image overlapping/separation on a photocopier
- sending email with attachments
- setting up conference calls
- using group dialing on a facsimile
- creating links between documents and software applications

Operating functions correctly may include:
- within the capabilities of the equipment
- within occupational health and safety requirements
- referring to instruction or training manuals
- in the correct order

Coordinating advanced functions may include:
- using resources efficiently
- planning
- organising a work schedule
- streamlining parts of the task
- consulting manuals and instructions
- following workplace policies and procedures

Within designated timelines may include:
- deadline agreed with supervisor
- deadline agreed with internal/external client
- in coordination with colleagues

Maintenance program for equipment may include:
- checking stock levels
- replacing components (eg. paper, toner, staple cartridge)
- clearing paper jams
- cleaning equipment
- programming/setting up equipment (eg. fax numbers for group dialing)
- arranging for technician to clean, check and repair equipment

Minimum downtime may include:
- prompt problem resolution
- time taken to service equipment

Identifying and/or anticipating problems may include:
- routine checking of equipment
- preparation of a maintenance program
- encouraging feedback from work colleagues
- keeping a log book of detected faults
- checking that repairs have been carried out

Options for solutions may include:
- fixing the fault
- informing supervisor
- proposing possible solutions to supervisor
- contacting appropriate service person

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EVIDENCE GUIDE

Critical aspects:

- the range of functions of office equipment are identified and understood
- advanced functions of a range of office equipment are carried out efficiently according to the manufacturer's instructions
- tasks are completed using advanced functions of a range of office equipment
- tasks are completed within designated timelines
- resources are used efficiently
- enterprise policies and procedures for maintaining office equipment are understood and common maintenance tasks are undertaken according to manufacturer's instructions
- maintenance program is prepared and followed so that the likelihood of breakdown is minimised
- equipment faults or anticipated faults are acted upon or reported to appropriate person according to enterprise policies and procedures
- any difficulties are reported to designated person as appropriate

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:
- a range of office equipment
- workplace manuals and reference materials such as office equipment user manuals, enterprise policy and procedural manuals

Consistency in performance:

This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills

Knowledge

- range of advanced functions of office equipment
- enterprise policies and procedures
- identification of equipment faults
- routine maintenance of office equipment
- servicing options and procedures
- needs of internal/external clients

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Skills

- literacy: follows technical manuals; performs a sequence of routine tasks given specific directions; interprets information from an appliance manual
- problem solving: chooses appropriate software; identifies technical problem and chooses efficient solution; identifies best course of action if the timelines are not being met
- communication; listens to short, explicit instructions regarding use of equipment in the workplace; performs a series of routine tasks given clear directions; explains routine procedures to others; expresses an opinion, eg. suggests improvements to workplace equipment
- numeracy: interprets graphs and diagrams in a technical manual: estimates time to complete each task and uses a calendar/diary to manage workloads and prioritise tasks
- organisational and team: consults with group members on operating procedures

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UNIT BSATEM201A: PARTICIPATE IN ALLOCATION AND COMPLETION OF TEAM TASKS

This Unit covers identifying team goals, working in a team to achieve the goals and completing own tasks within enterprise timelines.

Related Units:

- BSATEM101A - Participate in a team to achieve designated tasks
- BSAORG101A - Follow established work schedules to achieve designated team/section goals
- BSAORG201A - Organise own work schedule to achieve designated team/section goals
- BSATEM301A - Negotiate with team members to allocate and complete tasks to achieve team goals

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEM201A/03	Assist others to complete team tasks	• Support is provided to colleagues to ensure designated team goals are met • The team's performance is evaluated according to its goals
BSATEM201A/02	Complete own tasks	• Time and resources needed to complete tasks are estimated correctly • Responsibilities are re-negotiated to meet changes in the workplace • Assistance is sought from other team members when difficulties arise in achieving allocated tasks • Allocated tasks are completed within designated timelines • Information and feedback provided by others in the team is acknowledged
BSATEM201A/01	Participate in identifying tasks for team	• Goals for the team are identified in conjunction with the team • Tasks required to achieve goals are identified • Responsibilities of individuals within the team are allocated in discussion with the team to ensure designated team goals are met

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1

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Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

Enterprise procedures and policies
Size of team

Team goals, e.g.

- individual
- section
- enterprise

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of negotiating with team members to allocate and complete tasks to achieve team goals in accordance with enterprise procedures and policies.

Check that:

- enterprise goals are maintained
- team members are coached and supported to achieve team goals
- timelines are agreed upon
- allocation of tasks, responsibilities and resources are appropriate
- allocated tasks are completed within timelines

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UNIT BSAFIN401B: PRODUCE REPORTS AS REQUIRED FOR CASH FLOW FORECASTS AND BUDGETARY PURPOSES

This Unit covers collecting and preparing data to be used in forecasts, budgets and costing reports for administrative activities, for example, seminars, conferences and purchase of resources.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN401B/01	Undertake and document costing procedures	• Relevant data identifying costs is obtained from appropriate documentation • Material, labour and overhead costs are calculated • Break-even analysis is determined if required • Unit cost/product price is determined • Costing system is maintained to ensure all relevant information is up to date, accurate and confidential • Report identifying likely contingencies and final cost/price is prepared within designated timelines
BSAFIN401B/02	Prepare financial reports to enable preparation of cash flow forecasts and budget reports	• Purpose of the report is clarified with nominated person • Relevant data is obtained from the nominated internal and/or external sources including any indices or historical data required to update previous forecasts • Determination of indices to be utilised for percentage increase rate is made by either: - judgement of employee on information sourced from industry/enterprise information network and/or nominated government authorities, or - direction from management • Report is produced using appropriate design and structure for the data • Reports are distributed to nominated personnel within designated timelines
BSAFIN401B/03	Draft financial forecasts/budgets	• Prepare draft financial forecasts/budget from data contained in financial reports • Relevant records are updated to indicate current financial position of forecast or budget • Nominated personnel are advised of updated records within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1

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RANGE OF VARIABLES

Relevant cost data may include:
- assets
- liabilities
- proprietorship

Appropriate documentation may include:
- balance sheet
- budgeted balance sheet
- capital expenditure budget
- cash flow analysis
- general ledger
- product activity
- profit and loss statement
- revenue and expenditure report/budget
- sales analysis report/budget
- variance analysis

Material costs may include:
- stock
- raw materials

Labour costs may include:
- salary/wage
- workcover insurance
- Superannuation Guarantee charge
- leave loading
- allowances

Overhead costs may include:
- administrative costs
- management
- insurances
- utilities
- telephone and communications
- financial and accounting services
- training
- advertising and marketing
- maintenance
- depreciation of machinery and equipment
- leasing costs
- furniture
- rental

Break-even analysis may include:
- cost to produce each unit
- indirect costs incurred to operate the enterprise
- direct costs involved with production/provision of product
- total costs and total revenues
- selling price per unit

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Determining unit cost/product price may include:
- people-hours
- machine hours
- factory/office floor space
- materials consumed
- administrative expenses

Maintaining costing system may include:
- reflecting changes within the market
- updating costs of products/services as changes occur
- using computerised costing system
- storing data

Report on final cost/price may include:
- actual or budgeted costing
- data and calculations
- variations highlighted
- contingencies covering uncertain events
- enterprise format for report writing

Within designated timelines may include:
- deadline agreed with supervisor
- enterprise deadline
- deadline agreed with accounting department

Purpose of report may include:
- analysing performance
- measuring strengths and weaknesses
- planning for new financial year
- preparing budgets and setting goals

Nominated person may include:
- accountant
- business manager
- supervisor

Relevant data may include:
- income (eg. sales, interest)
- expenses (eg. stock purchases, materials, rent, wages)

Nominated internal and/or external sources may include:
- enterprise accounts department
- suppliers
- Australian Bureau of Statistics
- government departments/authorities
- competitors

Indices and historical data may include:
- consumer price index
- past sales figures
- government statistics
- market trends

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- demographic data

Appropriate report design and structure may include:
- table of contents
- figures/financial data
- explanatory notes
- recommendations and contingencies
- graphs, tables, charts
- distribution list

Nominated personnel may include:
- supervisor
- senior administration
- sales department
- management
- purchasing department

Designated timelines may include:
- end of budget period
- deadline agreed with management
- deadline agreed with supervisor

Draft financial forecasts/ budget may include:
- projecting outflows for expenses
- projecting cash flow for specific projects
- projecting outflows for cost of goods sold
- projecting outflows for major purchases
- projecting outflows for debt management
- projecting inflows from revenues, i.e. sales

Relevant records may include:
- paper-based
- electronic
- enterprise accounting package

Designated timelines may include:
- on finalising report
- when current position is known

EVIDENCE GUIDE

Critical aspects:
- purpose of report is clarified with nominated person if necessary
- relevant data is obtained from appropriate sources
- data is obtained according to enterprise policies and procedures
- costs (eg. material, labour, overhead) are correctly calculated including:
  - analysis of direct costs
  - analysis of fixed and variable costs
- break-even analysis is prepared if required
- cost per unit is accurately determined
- costing system is maintained and accurately reflects changes in the market
- costing system is up-to-date, accurate and confidential
- report identifies likely contingencies and final cost/price is prepared within designated timelines
- all data and calculations are accurately and clearly presented

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- percentage rate increases are determined by consulting relevant indices and other sources and in discussion with supervisor
- report is prepared using appropriate format and structure, according to enterprise requirements
- draft reports are self-checked for relevance, format and accuracy of content
- report is presented to nominated person for review/approval within designated timelines
- records are updated to reflect current financial position
- relevant personnel are notified of updates according to enterprise policies and procedures

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:
- enterprise policies and procedures
- sample financial reports
- calculator
- computer and relevant software
- relevant indices and other information

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills
knowledge
- enterprise policies and procedures
- roles of relevant personnel/departments
- use of relevant indices and other information
- enterprise report format
- relevant software applications

skills
- literacy: reads and understands complex financial procedures; follows and writes detailed instructions organised sequentially
- numeracy: demonstrates knowledge of mathematical concepts; draws on prior mathematical knowledge, diagrammatic and other mathematic representation to interpret mathematical information; represents a range of data

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appropriately including tables, graphs; interprets and uses graphical representation as the basis for inference and prediction; calculates and contrasts monthly income from average sales; adheres to designated timelines

- communication: presents oral/written financial report; answers questions and provides information; discusses and explains implications of financial forecasts
- problem solving: uses developed estimation skills to check outcomes; compares results to anticipated outcomes to confirm results

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UNIT BSAINF401B: SUPERVISE AN ESTABLISHED RECORDS SYSTEM TO ENSURE ITS INTEGRITY

This Unit covers supervising the creation of new files, the maintenance of the enterprise's system, including the security of confidential files and training new and existing staff in using the filing system.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAINF401B/01	Maintain existing filing arrangements	• New documents are allocated to their designated category • Issue and return of documents is monitored to ensure the integrity of the system is maintained • Documents are archived/removed/updated to ensure that maximum space is available to house current records
BSAINF401B/02	Ensure distribution of files and records	• Required files are correctly identified and located • Files are despatched to the nominated person or section within designated timelines • File and document movements are monitored and recorded • Documents are maintained in good condition and in correct location
BSAINF401B/03	Maintain security of filing system	• Confidential files are kept separate from general files • Confidential files are only accessed by nominated persons • Security system is monitored to ensure issued files are traceable at all times
BSAINF401B/04	Train staff in records management	• Staff training needs are determined • Training is provided for new staff in records system • Retraining for existing staff organised if necessary

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

Allocating new documents to their designated category may include:

- creating new files
- appropriately naming new files

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- correctly labelling or coding new files
- cross-referencing files
- registering new files before filing
- indexing and recording new files before filing
- filing new files according to the particular classification system in use (alphabetical, numerical, subject, location)

Designated categories may include:
- financial
- project categories
- legal
- administrative
- sales and marketing
- historical or archived

Monitoring the issue of documents may involve:
- creating/maintaining a paper–based file register
- creating/maintaining a file database
- creating/maintaining a card index system
- passing slips

Monitoring the return of documents may involve:
- creating/using a 'tickler' or follow-up file reminder system
- using a paper-based or electronic calendar to implement a reminder system
- checking the file movement register, outcard or computer database
- contacting the person who borrowed the file
- recording all misplaced or lost files

Monitoring and tracking lost or misplaced files may involve:
- checking current location of files (eg. mistakenly filed inside another file)
- checking file in-tray
- correcting mistake in initial categorising, indexing or filing of file
- checking that the label, tag, or other file identification marker is securely fastened
- checking inactive or archival records

Records which need to be archived/removed/updated may include:
- inactive files
- closed files
  - kept for legal/reporting purposes
  - kept for research/historical purpose
  - to be destroyed
- documents which are too large to be workable in their current state
- out of date files (eg. stock, account and sales records, out of date client address and information details, out of date policy, procedures, regulations or legislation records)

Archiving/removing/updating records may include:
- transferring records from the active file system to secondary storage
- transferring files at regular intervals
- routine checking for dead or inactive files
- implementing the double file method
- programming the computer to periodically archive or delete files
- compression of computer files prior to archiving
- clearly labeling and indexing records when relocating
- separating and restricting access to confidential or sensitive inactive/dead files
- storing duplicate copies of records off-site
- culling and/or separating files
- updating records (eg. out of date stock, account and sales records, out of date client address and information details, policy, procedures, regulations or legislation records when they change)
- using a combination of the above methods

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Correctly identifying and locating required files may include:
- identifying and locating correct file by
  - storage medium
  - index
  - category
  - cross-reference
  - status (eg. inactive, archived, dead)

Methods used to despatch files may include:
- internal mail
- hand delivery
- postal service
- facsimile transmission
- courier service
- computer based files via email

The nominated person/section may include:
- internal
  - the supervisor
  - another person within the - department
  - a person outside the department but within the enterprise
- external
- request for information outside the enterprise

Designated timelines may include:
- urgent (eg. for a same day meeting, urgent request)
- by the end of the day
- by tomorrow
- by next week

Monitoring and recording the movement of documents may include:
- checking transfer slips
- recording files in transit within internal mail system
- checking file removal documentation is completed
- maintaining the file register, outcard or computer database
- conducting a regular census or inventory

Maintaining documents in good condition may include:
- carefully transporting files
- keeping record storage areas clean/free from smoke, dirt, dust and food
- maintaining storage areas
- ensuring file contents are appropriately secured within file
- repairing/replacing damaged records or files
- providing protective file covering
- allowing for expansion to file without causing damage
- chronologically ordering documents within the file

The correct location may include:
- archive boxes
- filing cabinets
- microfiche/microfilm
- computer-based records
- CD ROMs
- floppy disks

Maintaining documents in the correct location may include:
- archiving/removing/updating documents in the current filing system
- conducting a census/inventory
- updating the file index, file register and/or computer database
- maintaining file details (eg. file code, keywords and dates are logical, correct and in the right order)

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Confidential files may be:
- client records
- personnel details (salary details, personal information)
- job application records and reports
- product development records
- legal matters and contracts
- enterprises financial details

Monitoring the security system may include:
- recording all signed authorisations
- locking restricted files in a secure location
- keeping the keys in a secure location
- using outcards, file markers, passing slips, and/or file register to monitor paper based confidential files and documents
- prioritising the return of due and overdue confidential files

Determining staff training needs may include:
- ensuring all staff are familiar with the records system
- consultation with staff (eg. questionnaire, individual meetings, memo)
- monitoring staff performance to identify training needs

Providing training in records management may involve:
- informing all new staff about the records management system
- creating and distributing relevant records management information
- discussing and demonstrating the records management system
- preparing a training outline and session
- ensuring access to training equipment and resources
- determining the training venue and time
- monitoring the trainees' level of comprehension
- providing feedback to the trainees
  planning for further training on the job

Retraining for existing staff may involve:
- informing staff of revisions/updates
- reminding staff of the system requirements and their responsibilities
- providing updates at staff meetings
- sending memos with updated or refresher information on the records management systems
- holding workshops or information sessions on the records management systems

EVIDENCE GUIDE

Critical aspects:
- enterprise's policies and procedures are understood and followed
- a detailed understanding of the enterprise records management system is demonstrated and is clearly communicated to others
- demonstrated understanding of the responsibilities of supervising an established records management system, including:
  - new files are named, classified and filed in the appropriate location and sequence
  - information is appropriately recorded and filed
  - file names are appropriate and takes into account the views and needs of record users
  - labelling and coding of files is consistent with enterprise policies and procedures
  - files are cross-referenced if necessary
  - electronic files are backed up according to enterprise policies and procedures
  - life/duration of records must be identified and reasons for this is understood
  - inactive and dead files are identified and either culled or archived according to enterprise policies and procedures
  - appropriate person is consulted before destroying any file
- requested files are retrieved and distributed to the appropriate person within designated timelines
- movement of files is monitored and recorded to maintain the integrity of the system
- census or inventory is conducted at regular intervals to establish the actual location and condition of all files

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- files are returned to their correct location and sequence
- files are maintained in good condition
- ensures that other people are familiar with the policies and procedures governing the records system
- restricted confidential files are identified
- restricted confidential files are tagged to indicate restricted confidential status using a security rating system and are secured in separate storage arrangements
- restricted confidential files are only distributed to authorised personnel
- restricted confidential files are locked when not in immediate use and keys are kept securely in safe location
- Freedom of Information legislation and requirements are understood
- staff requiring training are identified
- training gaps are identified, appropriate style of training is identified and training outline is developed
- new staff are informed about the records management system and its operation is demonstrated
- retraining for existing staff is organised if necessary

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:
- workplace manuals and reference materials such as company policy, procedural manuals, records system, user guide
- filing system
- computer equipment including relevant software
- Freedom of Information legislation

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills
knowledge
- application of enterprise policies and procedures required across the full range of tasks covered
- enterprise's records management system
- Freedom of Information legislation
- common records management process
- confidentiality in relation to records management

skills
- literacy: follows and interprets enterprise procedures and policies; reads and critically evaluates texts; has developed written skills; extracts main ideas from files for accurate recording; employs a variety of strategies when interpreting text eg. creates questions, checks for accuracy of information; considers aspects of context and purpose

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- numeracy: codes and classifies documents numerically
- research: selects categories by which to organise information; processes information in a systematic way; evaluates existing systems and identifies methods for improvement according to agreed principles (numbers, company directory, destination); summarises data appropriately,
- technology: uses appropriate technological materials in order to establish and maintain filing system
- problem solving: uses a variety of processes appropriately and flexibly; tracks and locates lost/misplaced files; decides where cross-checking of information is appropriate
- communication: participates in sustained oral interactions with staff; questions to clarify information; briefs and informs staff of procedures; modifies language to suit a range of audiences
- organises and delivers staff training as appropriate
- organisational: monitors systems, prepares and delivers training

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UNIT BSACOM301B: COLLECT AND PROVIDE INFORMATION TO FACILITATE COMMUNICATION FLOW

This Unit covers responding to requests for information, both oral and written and collecting information for drafting everyday correspondence, such as memoranda and messages.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSACOM301B/01	Respond to telephone, oral and written requests for information	• Requests are received and recorded • The request for information is understood • Information is located from internal/external sources and records: - by speaking to others - from written sources - by observation
BSACOM301B/02	Draft routine correspondence in response to a need or a request	• Need for correspondence is understood • Information to be included in correspondence is obtained • Information is drafted into appropriate format for presentation using clear and concise language • Ensure that intended meaning of correspondence is readily understood by recipient • Spelling, punctuation and grammar are correct • Draft is presented to the nominated officer for approval on completion of task • Correct signature is obtained, if necessary • Correspondence is filed for use as standard reply to future requests for similar information

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Enterprise procedures and policies may include:
- telephone protocol
- correspondence format
- templates
- client requests

Receipt of requests may include:
- face-to-face
- by telephone
- in written form (eg letter, fax, e-mail)
- internal clients
- external clients

Understanding the request may include:
- clarifying details
- asking further questions
- repeating the request

Locating information may include:
- locating information from internal sources (eg. filing system, computer database/spreadsheet, work colleague/supervisor, library, reception area)
- external sources (eg. another organisation, government department)
- referring the request to an appropriate person within the organisation
- researching the request and passing the information on once it is available

Routine correspondence may include:
- memoranda
- messages
- instructions
- letters
- fax cover sheets
- email messages

The need for correspondence may include:
- information that cannot be relayed verbally
- information that is not readily accessible
- information that cannot be dealt with immediately

Obtaining the necessary information may include:
- preparing a list of required information
- liaison with colleagues
- consulting a database or filing system
- relevance and accuracy of information

An appropriate format for presentation may include:
- formal letter
- fax
- memo
- covering letter or note to accompany an e-mail attachment/package of material/oral presentation

Ensuring the intended meaning of correspondence is readily understood may include:
- using simple language
- writing clearly and concisely
- seeking feedback

Correct spelling, punctuation and grammar may include:
- self-checking

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- checking by supervisor or colleague
- consulting a dictionary/thesaurus

The nominated officer may include:
- supervisor
- the person who requested the information

Filing correspondence may include:
- photocopying
- filing copies correctly
- saving copies on computer hard drive/disk

EVIDENCE GUIDE

Critical aspects:
- enterprise policies and procedures are understood and followed
- requests are received and details of request are clarified accurately and confirmed if necessary
- requests are recorded accurately
- correct location of information is identified
- requests outside own area of responsibility are referred to appropriate person
- the roles and responsibilities of enterprise's personnel are understood and requests are directed appropriately
- when information is not readily available, client is contacted and told when information will be available
- requests for information are responded to according to their urgency
- urgent requests are responded to promptly
- courier is organised to despatch urgent information if necessary
- timeline for locating and retrieving requests is identified and adhered to
- requests for information are recorded according to enterprise policies and procedures
- the need for correspondence is understood
- information to be included in correspondence is collected
- appropriate language, format, greeting and title for recipient is included in written correspondence
- correspondence is clear, concise and correct
- document is checked to ensure intended meaning is conveyed
- correspondence is self-checked for spelling, grammatical punctuation errors, correct content and enclosures
- information meets the requirements of the client
- information is up-to-date
- abbreviations are understood
- language, tone and type of message varies according to the purpose of the message and the audience
- letter is presented to appropriate person for progress checks and final approval if necessary
- the correct signature is obtained if necessary
- correspondence is photocopied and filed in correct location and sequence if necessary

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:
- workplace manuals and reference materials such as enterprise policy, procedural manuals, staff directories and organisational charts
- computer equipment and relevant software

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, dealing with different workplace matters and over a period of time to ensure that situational variables are 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)

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Evidence gathering methods may include:

- demonstration
- questioning
- workplace performance
- simulation
- role-play
- projects/assignments
- third party reports

Underpinning knowledge and skills

Knowledge

- application of enterprise policies and procedures required across the full range of tasks covered
- the roles and locations of the enterprise's personnel
- purposes of different types of correspondence
- filing systems
- different types and locations of information

Skills

- literacy: drafts simple correspondence following enterprise policies and procedures; varies written communication to meet the requirements of the work context, the intended audience and the purpose of the communication; sequences writing with attention to organising principles of time, importance or other workplace relevant system; spells with accuracy; uses grammar and punctuation effectively as an aid to understanding; takes notes and summarises information
- research: reads written texts to elicit and source information
- proofreading: clarifies intended meaning by proofreading and editing own writing
- communication: participates in informal and formal conversation; questions to clarify and elicit information; speaks with clear pronunciation, stress patterns and intonation
- numeracy: checks data and financial figures; sorts and records oral and written requests
- keyboarding and computer: selects appropriate software application; checks spelling of words using spellcheck; selects appropriate document layout

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UNIT BSACOM401A: ORGANISE AND PROVIDE INFORMATION IN RESPONSE TO REQUESTS

This Unit covers finding and providing information in response to a request so that the client's needs are met. This may involve combining and analysing information from a number of sources before composing a report for the client.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSACOM401A/05	Compose report/correspondence	• Relevant information is collated and edited to reflect the specific needs of the original request • Text is written using clear and concise language • Spelling, punctuation and grammar are correct • Report is self-checked for accuracy • Ensure that intended meaning of report/correspondence is readily understood by recipient • Report is drafted using the designated layout • Edited report is produced and despatched to the nominated person/section • Framework is established and maintained for others to use in composing future texts • Final report is copied and filed to ensure security and confidentiality of contents
BSACOM401A/04	Provide information	• Information is analysed and edited to fit client's needs • Different types of information are combined to provide a response to a client's request
BSACOM401A/03	Extract information	• Information relevant to the particular request is located and extracted • Where requested information is not readily available, options and alternatives are sought • Where requested information is not disclosable, appropriate alternative information is sought • Copy of extracted information is made to maintain security and confidentiality of contents/information
BSACOM401A/02	Identify information source(s)	• Various sources and locations of information are identified • Access to identified sources is obtained
BSACOM401A/01	Receive and process a request for information	• Request is documented using the appropriate recording system • Appropriate response methods are identified

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2

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Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- report/correspondence format
- availability of information

Technical vocabulary

Enterprise recording system, e.g.

- paper-based
- electronic

Relevant legislation, e.g.

- copyright

Texts may be:

- composed in collaboration with others
- edited that others composed
- composed from various information sources

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of organising and providing information in response to requests in accordance to enterprise procedures and policies.

Check that:

- enterprise goals are maintained
- requests are handled within the enterprise timelines
- information sources are relevant to intended audience and intended use is taken into account
- information is communicated in appropriate manner
- appropriate options are provided
- records are updated where necessary
- the client is satisfied
- confidentiality is maintained where required

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UNIT BSATEC401A: PRODUCE COMPLEX DOCUMENTS

This Unit covers either a range of advanced functions within at least one software package, or integrating functions from at least two software packages to produce complex documents.

Related Units:

- BSATEC203A - Operate a computer to produce simple documents
- BSATEC302A - Design and develop documents, reports and worksheets
- BSATEC404A - Customise and maintain software
- BSATEC501A - Manage document design and production within the enterprise

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC401A/04	Save file and exit system	• Document is saved and stored in appropriate directory or folder • File is closed and applications programs are exited without loss of data • Back up copies of files are made in accordance with specified procedures if required • Disks/data are filed and stored in accordance with enterprise procedures
BSATEC401A/03	Produce documents	• Data is entered and edited accurately • A range of advanced functions are used to ensure the accurate completion of the task within the designated timelines • Information from other computer files and/or printed documents is inserted as required • Documents are checked for spelling, grammar and numeric data • Documents are proofread for accuracy of contents • Documents are proofread for consistency of layout and style • Modifications are made to meet required specifications • Documents are presented to the nominated person/section for approval prior to completion and/or final printing where necessary • Documents are printed as required • OHS guidelines relating to screen based equipment and ergonomic workstations are observed
BSATEC401A/02	Develop template or macros for document design	• Templates and macros are developed and used to ensure consistency of design and layout • Amendments to templates and macros are made as required
BSATEC401A/01	Establish document design and structure	• Requirements of the task are identified • Software appropriate to the task is selected • Document design and structure is suitable for the information provided • Document design and structure meets enterprise requirements

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- backup procedures
- file maintenance

Software packages used:

- word processing
- database
- spreadsheet
- page layout software
- graphics

Advanced functions include, but are not exclusive to:

- templates
- macros
- autotext
- glossaries
- table of contents
- index
- formatting, e.g. defining styles
- importing graphs, sections, margins
- scanner/colour printer

Instructions, e.g.

- manufacturer's guidelines
- procedures manual
- training notes

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Relevant legislation, e.g.

- OHS
- copyright

Specialist/technical texts and vocabulary

EVIDENCE GUIDE

A complex document is that which is produced by using a range of advanced functions of at least one software package and integrating other software packages.

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of producing complex documents in accordance with enterprise procedures and policies.

Check that:

- document layout is appropriate for the data
- defaults are set correctly
- speed and accuracy are to enterprise standards
- documents are proofread and final document is correct
- data is saved and backed up according to enterprise requirements

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UNIT BSATEC402A: ASSIST IN MAINTENANCE OF A COMPUTER SYSTEM

This Unit relates to maintaining a computer system by installing software, connecting hardware peripherals out preventative maintenance.

Related Units:
BSATEC304A - Operate and maintain computer printer

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC402A/02	Carry out preventative maintenance of computer equipment	• Disk drives and peripherals are maintained according to manufacturer and enterprise requirements • Consumables are replaced and supplies maintained • Peripherals are maintained and stored in accordance with manufacturer's guidelines
BSATEC402A/01	Install hardware and software	• Hardware peripherals are connected to computer • Computer is configured to use new peripherals using the operating system • Software applications are installed on computer system • Installation and configuration of software meets enterprise requirements

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Planning and organising activities	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- backup procedures

Equipment used

- hardware (computer and peripherals)
- applications software
- operating system

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Storage media, e.g.

- hard disk
- floppy disk
- tape

Instructions, e.g.

- manufacturer's guidelines
- procedures manual
- training notes

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of assisting in the maintenance of a computer system.

Check that:

- hardware and software is correctly installed
- hardware and software is maintained so that it remains operational

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UNIT BSATEC404B: CUSTOMISE AND MAINTAIN SOFTWARE

This Unit covers maximising the performance of software and automating frequently used features to meet the needs of the enterprise.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC404B/01	Maintain effective performance of hardware and software	• Ensure the operating system optimises the performance of the hardware and software to meet enterprise and user requirements • Use application software to maximise the efficiency of document production
BSATEC404B/02	Customise software to maximise performance in producing complex documents	• Enterprise requirements for complex documents are established • Software is customised to meet enterprise needs and user needs
BSATEC404B/03	Maintain customised software	• Customised options such as preference settings, templates and macros are checked at nominated intervals • Integrity of customised options is maintained when software is upgraded or reinstalled • Problems in customising are referred to the nominated person for resolution

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Planning and organising activities	2
Solving problems	2
Using technology	2
Working with others and in teams	1

RANGE OF VARIABLES

Operating system may include:

- Windows 95
- Macintosh Operating System
- UNIX
- Windows NT
- MS-DOS
- Windows 2000

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Optimising hardware and software performance may include:
- understanding the system
- understanding the system's capabilities
- knowing system requirements for software applications used
- having sufficient space on the hard drive
- checking for device conflicts

Application software may include:
- word processing
- database
- spreadsheets
- accounting
- graphics
- email
- internet

Complex documents may include:
- letters, memos and faxes
- internet
- booklets and brochures
- newsletters
- reports
- resumes
- media releases
- spreadsheets
- templates
- forms

Customising software may include:
- preference settings
- templates
- macros
- forms

Nominated intervals may include:
- on a regular basis
- as agreed with supervisor, IT personnel or other internal clients

Maintaining integrity of customised options may include:
- back-up copy of original version made
- back-up copy stored in secure location
- keeping and updating record of the software's customisation features
- restricted access

Nominated person for problem resolution may include:
- direct supervisor
- IT staff
- office manager

EVIDENCE GUIDE

Critical aspects:
- software applications which optimise the performance of the operating system are identified and used
- hard disk space is checked on a regular basis to ensure the hard disk operates at optimal levels
- configuration of system is checked to ensure optimal performance
- configuration is adjusted for optimal performance if necessary

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- hardware device conflicts are identified and appropriate action is taken
- enterprise requirements for complex documents are identified and software is customised to meet these requirements
- software customising options are understood
- templates and macros are created to provide efficiency and consistency between the similar documents
- software customisation features are recorded according to enterprise policies and procedures
- templates and macros are checked for integrity and corrected, if necessary, on a regular basis
- software customisation, including templates and macros are checked when software is upgraded or reinstalled
- assistance is sought from appropriate person if necessary

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:

- workplace manuals and reference materials such as enterprise policy, procedural manuals, staff directories, IT procedures and personnel
- computer equipment including relevant software

Consistency in performance:

This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills

Knowledge

- enterprise policies and procedures across the range of required tasks
- a range of advanced functions of a variety of software applications
- installation and set up procedures
- customisation of software

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Skills

- literacy: reads and interprets complex technological procedures; clarifies information in regard to the maintenance and monitoring of a computer system
- communication: follows complex instructions presented orally when using new technology; communicates ideas, arguments and conclusions logically; responds to a complex enquiry or complaint; gives complex instructions, including pitfalls to be avoided when training others to use machinery literacy in relation to interpreting computer configurations and reading and understanding computer manuals
- research: seeks information on the correct procedures for the customisation of software
- use of technology in order to maximise use of software
- referral: identifies to whom to refer difficulties in the customisation of software
- problem solving: identifies the best course of action if a problem arises during the installation of a computer software package or peripheral
- numeracy: understands computer configurations
- team work: consults and negotiates with team regarding computer maintenance

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UNIT BSATEC403B: IDENTIFY AND USE NEW AND EXISTING TECHNOLOGY TO MEET THE NEEDS OF THE ENTERPRISE

This Unit covers keeping up to date with hardware and software developments in order to make recommendations about maximising the performance of the enterprise.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC403B/01	Maintain current knowledge of developments in information technology	• Information is sought and located • Information on new technology is documented and filed
BSATEC403B/02	Identify new technology to assist the enterprise to meet its goals	• New technologies are identified which can assist the enterprise meet its goals • Recommendations are made to the nominated person about the application of new technologies
BSATEC403B/03	Use new technology to solve problems	• Training is undertaken to ensure knowledge and skill in new technologies • New technology knowledge and skills are applied in the workplace

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	2

RANGE OF VARIABLES

Information sources may include:

- suppliers of hardware and software
- industry associations
- seminars, workshops and training sessions
- the Internet
- computer magazines and journals
- trade fairs
- computer software designers
- computer hardware manufacturers
- libraries
- internal/external clients

Documenting and filing information may include:

- making notes
- dating and filing material found
- summarising and evaluating information

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Identifying and recommending new technologies may include:
- providing briefings to management and work colleagues
- incorporating relevant material in reports on technology needs
- informal discussions with internal clients
- formal brainstorming
- formal survey of colleagues
- consultation with appropriate departments
- clear understanding of enterprise's business plan, goals and direction
- determining appropriate technologies
- compatibility with technology used in other areas of enterprise
- documenting comparisons of similar technologies
- establishing costs
- budget available
- establishing benefits and consequences
- timeline for delivery and installation
- maintenance required
- enterprise's policies and procedures for purchasing equipment
- clear and concise reports/and or presentations of findings

Nominated person may include:
- supervisor
- IT manager
- office manager
- purchasing department
- team leader

Training may include:
- supplier or manufacturer providing training as part of its service
- enterprise offering internal training
- specialist training from external sources
- self learning from user guides and training manuals

Application of knowledge and skills in the workplace may relate to:
- degree of utilisation of new technology
- effective utilisation of new technology
- degree to which requirements of enterprise are being fulfilled
- review of effectiveness

EVIDENCE GUIDE

Critical aspects:
- enterprise's business plan, goals and directions are understood and long and short-term technology requirements are identified
- enterprise's use of a range of technology is identified
- relevant information regarding new technology is sought and located
- information on new technology is gathered, documented and communicated to the appropriate person
- information is filed according to enterprise policies and procedures for future use
- new technologies which match the needs of the enterprise are identified
- implementation process is considered when identifying new technologies
- budget implications are discussed with the appropriate person
- costs of recommendations for upgrading or purchasing equipment are calculated
- implications of upgrading or purchasing equipment are considered
- clear, concise and correct report is produced documenting findings and recommendations for implementing new technology and presented to appropriate person

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- style and content of report is appropriate for the task and enterprise requirements
- further communication is undertaken if necessary
- training is undertaken to ensure knowledge and skill in new areas according to enterprise policies and procedures
- knowledge and skills acquired during training are applied effectively in the workplace

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:
- a range of office technology
- workplace reference materials such as company policy and procedural manuals
- opportunities to conduct research

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills
Knowledge
- enterprise technology uses and needs
- enterprise business plans, goals and directions
- roles and responsibilities of enterprise personnel/departments
- report writing including styles
- preparing budget and cost analysis
- preventative maintenance
- implications of activities

Skills
- literacy: reads and interprets complex technological procedures
- research and analysis; identifies, collects and analyses relevant information in accordance with a firm's technological needs; compares a new work or technological practice/option with previous experiences;
- report writing: draws together information gathered from a range of sources, then summarises data in a logically coherent report
- problem solving: identifies the best course of action to update systems to reflect workplace practices

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- communication: follows complex instructions presented orally when using new technology; communicates ideas, arguments and conclusions logically; responds to a complex enquiry or complaint; gives complex instructions, including pitfalls to be avoided when training others to use machinery literacy
- numeracy: understands computer configurations; understands budget implications
- use of technology in order to maximise use of software
- keyboarding
- interpersonal and team work: consults and negotiates with team regarding new procedures

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UNIT BSATEC302B: DESIGN AND DEVELOP DOCUMENTS, REPORTS AND WORKSHEETS

This Unit covers identifying ways in which existing document production processes can be made more efficient while maintaining high standards in appearance and presentation. Competency is achieved in this unit when word processing and one other software application have been achieved.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC302B/01	Identify document requirements	• Enterprise requirements for information entry, storage, output and quality of presentation are identified from the nominated person • Enhancements to document production processes are identified
BSATEC302B/02	Design and enhance document formats	• Document design is appropriate for the efficient entry of information • Document design maximises the appearance and presentation of the document • The range of functions incorporated into the document design reflects the nominated requirements of the enterprise

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

Enterprise requirements may include:

- guidelines for document design and production
- document style manual
- templates
- information entry speed requirements
- colour printing
- binding
- logical organisation of information
- easy access to and retrieval of information
- information presented appropriately
- house style (margins, fonts)

Nominated person may include:

- direct supervisor
- office manager

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- publications manager
- marketing manager

Document production processes may include:
- choosing appropriate software application
- structure of document
- printing options (eg. colour, colour copying, outsourcing)
- binding
- format of document
- following enterprise procedures and policies
- following specific production directions

Types of documents may include:
- letter, memo and fax
- briefing paper
- database
- financial report
- table
- questionnaire
- flyer
- spreadsheet
- chart

Maximising the appearance and presentation of the document may include:
- inserting symbols
- using coloured text
- adding borders or shading
- enhancing text
- incorporating graphics and pictures
- using tables and charts
- adding headers and footers

The range of functions incorporated into document design may include:
- formatting
- text layout
- importing graphics, charts, tables
- using formulae
- linking documents

EVIDENCE GUIDE

Critical aspects:
- purpose of document and audience requirements are clarified and understood
- enterprise policies and procedures regarding the entry, storage, output and quality of presentation are identified with the nominated person
- the appropriate software applications are selected
- document production process meets document and enterprise requirements
- a range of formatting features which enhance the presentation and readability of the document are identified and used
- the document design allows information to be entered efficiently
- the range of functions incorporated into the document appropriately reflect the nominated requirements of the enterprise

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:
- computer equipment including relevant software

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- workplace manuals and reference materials such as computer and software user manuals, company policy and procedural manuals

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Recording assessment
If this unit is successfully assessed the recording of this assessment will include "Design and develop documents, reports and worksheets (PRODUCTS & VERSIONS)"

Underpinning knowledge and skills
Knowledge
- range of functions of computer software
- the impact of formatting on presentation and readability
- enterprise document production and design process

- Skills
- literacy: follows and understands the firm's procedures; uses basic models to produce a range of correspondence; uses page layout to support text structure; completes a range of formatted texts
- proofreading and editing: checks own work and rereads for accuracy against original
- communication: participates in informal conversations regarding computer technicalities; questions to clarify information; consults peers and supervisors where necessary to seek enhancement to document design
- numeracy: enters data and calculations
- keyboarding and technology: completes a range of formatting skills
- problem solving: determines document design/production/ enhancements

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UNIT BSAORG401A: PLAN BUSINESS TRIP AND ASSOCIATED ITINERARY TO ENSURE EFFICIENT TRAVEL

This Unit covers organising someone else's travel arrangements, for example meetings, documents, itinerary, within timelines.

Related Units:

BSAORG302A - Organise schedule on behalf of others to achieve team/section goals

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAORG401A/02	Identify credit facilities	• Methods of payment are checked and confirmed • Credit transfers, currency and traveller's cheques are arranged
BSAORG401A/01	Organise business itinerary	• Purpose of travel is clarified • Meeting details are identified • Arrangements for meetings are made and confirmed • Daily itinerary details are recorded • Relevant documents and support material for meetings are sourced and prepared within designated timelines • Points of contact and names of contact persons are identified • Relevant documents are despatched to the traveller within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

Enterprise procedures and policies relating to travel arrangements
Type of diary/appointments system
Types of credit facilities available

Specialist texts, e.g.

- timetables and forms
- currency/credit documentation

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EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of planning a business trip and associated itinerary for management/executive to ensure efficient travel in accordance with enterprise procedures and policies.

Check that:

- travel arrangements are appropriate and such that time is not wasted
- an itinerary is supplied and is correct
- meeting arrangements are communicated and confirmed
- documents are received within timelines
- payment/credit facilities provided are adequate

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UNIT BSAORG402A: PLAN MEETINGS TO ENABLE THE STATED OBJECTIVES OF THE MEETINGS TO BE MET

This Unit covers organising meetings, for example agendas, papers, participants and minutes within timelines.

Related Units:

BSAORG501A - Manage meetings to achieve identified team/section goals

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAORG402A/03	Record and produce minutes of meeting	• Notes are taken to ensure an accurate record of the meeting • Minutes are produced • Minutes reflect a true and accurate account of the meeting • Minutes are checked for accuracy and approved by the nominated person • Copies of minutes are despatched to the nominated persons within designated timelines
BSAORG402A/02	Prepare documentation for meetings	• Agenda and relevant material is identified and prepared for despatch • Documentation is checked for accuracy and any errors are corrected • Documentation is despatched to participants within designated timelines • Spare sets of documents are prepared
BSAORG402A/01	Make meeting arrangements	• Requirements of meeting and participants are identified • Meeting arrangements are prepared in accordance with requirements of meeting • Participants are advised of any changes to original meeting details

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

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RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- relating to meeting arrangements

Type of meeting, e.g.

- teleconferencing
- videoconferencing
- annual general meeting

Board meeting:

- formal
- informal
- semi-formal

Meeting requirements, e.g.

- number of participants
- participants' requirements
- equipment required

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of planning meetings to enable the stated objectives of the meetings to be met in accordance with enterprise procedures and policies.

Check that:

- meeting arrangements are made, checked and any changes clearly identified to all relevant people
- documents for the meeting are correctly itemised and ordered
- documents are sent to participants within designated timelines
- the minutes are accurate and sent to participants within appropriate timelines

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UNIT BSAORG403A: COORDINATE ADMINISTRATION TEAM PROJECTS TO ACHIEVE PROJECT GOALS

This Unit covers coordination of all administrative aspects of a project, for example meetings, identifying key results, keeping within timelines and winding up the project on completion.

Related Units:

BSAORG503A - Plan and establish administration systems and procedures

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAORG403A/02	Coordinate project administration	• Costs associated with the project are monitored and payment of invoices is approved if appropriate • Time frames for the achievement of various aspects of the project are monitored and appropriate action taken as necessary to meet deadlines • Relevant people are kept fully informed of project progress • Procedures for winding up a project are undertaken and completed
BSAORG403A/01	Coordinate project plan	**All administrative activities of project are identified, e.g.** • planning of meetings • minutes • preparation of papers and reports **All key administrative milestones of project are identified, e.g.** • measurement of outcomes • contract requirements Tasks and resources are allocated

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2

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RANGE OF VARIABLES

Enterprise procedures and policies
Project type and accountability
Staff and resources available, e.g. budget
Project timelines

Windup/auditing requirements/procedures

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of administering a workgroup project to ensure project goals are achieved in accordance with enterprise procedures and policies.

Check that:

- the project is effectively planned
- project timelines are met
- the project budget is monitored
- communication regarding the project is maintained to relevant staff
- wind up procedures, such as auditing, take place

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UNIT BSAFIN503A: MANAGE AND CONTROL STOCK SUPPLY

This Unit covers managing stock supply including ordering stock within a budget, managing stock records and maintaining security of stock.

Related Units:
BSAFIN303A - Monitor stock levels to maintain enterprise activities

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN503A/06	Manage security of stock	• Systems to prevent theft implemented and maintained
BSAFIN503A/05	Manage and store records for requisite period	• Maintenance of all records is monitored to ensure that records are stored according to legislative requirements
BSAFIN503A/04	Manage stocktake/reconciliation of actual stock levels with records	• Stocktake/reconciliation is planned to designated timelines • Checks are put in place to ensure accuracy • Appropriate counting procedures are followed • Auditor is used if necessary • All paperwork is completed accurately and within legislative requirements
BSAFIN503A/03	Maintain stock register	• Stock register is maintained according to enterprise and legislative requirements • Depreciation reports for stock are prepared as required from the stock register • Purchases and disposals of stock are reconciled with other accounting records • General journal entries for stock maintenance are recorded as required
BSAFIN503A/02	Order stock	• New products/supplies are ordered if appropriate • New products/supplies are ordered following an established pattern of demand • All required information is obtained, checked and verified for efficient ordering • Appropriate suppliers are chosen from an approved list • Quotes are obtained from different suppliers as required • Best options are selected and approval given to designated person • Purchases are made within budget allocations • Performance of suppliers is monitored
BSAFIN503A/01	Manage stock levels	• System to advise administrative or office stock requirements is operated efficiently • Current and future requirements of stock are estimated for office administration • Situations creating extra demand are taken into consideration (i.e. peak times, new staff, advertising) • Current usage of stock is monitored for wastage • Stock is valued using the nominated valuation method

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	1
Planning and organising activities	2
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- security procedures

Recording mechanism/systems

- paper-based
- electronic
- enterprise accounting system
- Australian Accounting and Auditing Standards

Relevant legislation

- ATO regulations

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion. More specifically, to indicate understanding and knowledge of managing and controlling stock supply in accordance with enterprise procedures and policies.

Check that:

- systems operate smoothly
- stock requirements are estimated correctly according to enterprise needs
- an understanding of allowing for contingencies when ordering stock
- stocktake occurs according to set timelines
- records are completed and stored according to enterprise needs
- the stock is secure
- appropriate legislative procedures are followed

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UNIT BSAINF502B: ESTABLISH AND MAINTAIN LIBRARY/RESOURCE COLLECTION

This Unit covers ordering new publications as required, maintaining the existing library/resource collection, circulating publications as required, keeping a record of circulation and then storing publications so that they are accessible.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAINF502B/01	Update incoming publications	• New issues of currently held publications are added to library/resource collection • Out-of-date material is removed and stored to ensure allocated space is used efficiently • Superseded publications are replaced with current editions to ensure the latest information is available • New publications with relevance to the enterprise are sourced and appraised for inclusion in the library/resource collection • New publications are ordered as required within given budget
BSAINF502B/02	Circulate publications	• Publications for circulation are recorded in the register to maintain accurate records for stocktaking purposes • Publications are circulated to nominated persons/departments within the designated timelines
BSAINF502B/03	Store publications	• Publications are indexed and filed using designated system • Publications are coded and stored to provide access in accordance with designated classification system

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

Currently held publications may include:

- magazines
- newsletters
- brochures
- books

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- booklets
- periodicals
- journals
- research reports

Library/resource collection may include:
- enterprise-wide library
- departmental resource collection
- subject specific (eg. tax related, legislative, project-based)
- formal loaning system
- confidential/reserve collection
- photographic collection
- old/rare/original records

Removal of out-of-date material and superseded editions may include:
- periodic culling of publications (eg. monthly, yearly)
- on a case by case basis (eg. removing older material as newer material arrives)
- replacing previous editions with newer ones
- replacing parts of publications with updated information (eg. taxation rulings)
- updating library catalogue/electronic recording system

Storage of out-of-date material may include:
- moving items to secondary storage
- relocating publications in smaller/more specialised library/resource collection
- archiving publications that may be required at a later date
- destroying publications no longer needed
- recycling

Sourcing new publications may include:
- databases
- Internet
- daily newspapers
- journal articles
- research papers
- academic/general/specialist bookshops
- professional associations
- conference papers

Appraising publications for relevance may include:
- synopsis
- written reviews
- internal/external expert advice
- communication with publisher/bookshop
- other publications by same author
- positive references to publication in other relevant publications

Ordering new publications may include:
- purchase order/cash payment/credit card payment
- ordering from publisher
- Internet order
- buying a subscription
- joining a mailing list
- inter-library loan
- multiple copies

Keeping within budget may include:
- prioritising purchases
- limiting length of subscription
- ordering in economic quantities
- sharing costs with other relevant cost centres

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- delivery options

Publications for circulation may include:
- regular journals of general relevance
- newspaper articles
- enterprise specific information
- industry statistics
- competitor publications

Circulation register may include:
- paper-based/electronic recording system
- name of publication
- type of publication
- date received
- date circulated
- return due date
- department/individuals publication is to be circulated amongst
- individual responsible for return of item

Maintaining accuracy of records may include:
- up-to-date record of current location of all library items
- cross-checking records/register with physical location of items
- conducting periodic stock takes
- periodically re-calling all loaned items

Nominated persons/departments may include:
- all individuals within a department
- management/executive team
- all employees
- stipulated individuals across the enterprise

Indexing publications may include:
- title
- author
- date received
- date published
- ISBN
- publisher
- publication type/size/binding
- publication status (eg. confidential, rare, original)

Designated system for filing/coding may include:
- Dewey decimal system
- chronological
- alphabetical
- subject
- colour coding
- combination of above

Storage of current publications may include:
- bookshelves
- boxes
- protective covers
- vertical/horizontal shelving
- microfilm/microfiche
- secure location
- fire/weather/humidity proof location

Designated classification system for access may include:
- general access

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- restricted access
- not available for loan

EVIDENCE GUIDE

Critical aspects:
- new issues of currently held publications are identified and are added to the library/resource collection according to enterprise policies and procedure
- out-of-date material is identified and removed according to enterprise policies and procedure
- removed material is stored securely according to enterprise policies and procedure
- allocated space is used efficiently
- superseded material is replaced with current editions
- available material is current/relevant
- new material is identified and appraised for inclusion in the library/resource collection
- budget constraints are considered when appraising new material
- new publications are ordered according to enterprise policies and procedure
- new publications are relevant to enterprise requirements
- publications for circulation are identified and recorded according to enterprise policies and procedures
- circulation slip is attached to publication
- appropriate publications are circulated to nominated persons/departments within designated timelines
- after circulation is complete, publication is returned to correct location/sequence
- when publication is not returned within designated timelines follow-up procedure is undertaken according to enterprise policies and procedure
- missing publications are followed up according to enterprise policies and procedure
- knowledge of designated classification system is demonstrated
- publications are indexed and filed using designated system
- publications are coded and stored according to designated classification system
- accurate records of location of publications are kept at all time
- all publications are accessible and accounted for
- the library/resource system operates efficiently

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:
- publications
- library/resource collection
- classification system

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments

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- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills

Knowledge

- enterprise policies and procedures across the full range of tasks required
- classification and indexing systems
- enterprise requirements for publications
- publication circulation process
- records management
- sources of relevant publications
- preservation of publications
- archiving processes
- storage media
- stock take techniques

Skills

- literacy: follows and interprets enterprise's policies; reads and critically evaluates records; has developed written skills across a number of styles; writes enterprise procedures for maintaining records and publications; writes training procedures for staff in utilising records and publications system; appraises and indexes publications; records information from a variety of sources
- research: selects categories by which to organise information; processes information in a systematic way
- numeracy: interprets, selects and investigates appropriate mathematical information and relationships highly embedded in an activity; indexes and codes publications
- planning and organisational skills
- communication; briefs and informs staff of procedures; responds constructively to a team; discusses implications of new work procedures where appropriate; encourages feedback on systems and publications

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UNIT BSAFIN502B: MONITOR AND CONTROL DISBURSEMENTS WITHIN A GIVEN BUDGET

This Unit of Competency is adapted from AAACE FIN503. This Unit covers procedures for allocating funds and keeping the appropriate records of fund expenditure.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN502B/01	Disburse funds	• Funds for programs and services are identified • Funds are allocated and available within the required timeframe • Unallocated or unused funds are allocated according to management direction to meet changing requirements
BSAFIN502B/02	Administer financial control systems	• Funds expenditure is detailed in financial control systems • Commonly accepted measures for controlling expenditure are included in system • Appropriate program and services expenditure assessment is able to be made on systems • Statutory regulatory, audit and policy compliance is understood and maintained by staff

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Funds for programs and services may include:

- general budget allocation
- additional funds for particular projects
- self-generated funds
- fundraising requirements
- project grants
- funds received for winning tenders
- Enterprise procedures and policies

Ensuring availability and allocation of funds may include:

- completing funds requisition
- gaining approval from upper management
- ensuring contracts are signed in a timely manner to guarantee transfer of funds from granting body
- preparing proposal for approval by Board

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Allocation of unallocated or unused funds may include:
- diversion to a similar project
- winding up project and returning funds to granting body

Changing requirements may include:
- change of priorities
- new research/findings becoming available
- changes in external market
- availability of new technology/equipment/materials

Detailing of funds expenditure may include:
- daily/weekly expenses
- records of purchases/disbursement
- proof of authorisation to purchase
- salary details
- miscellaneous costs

Financial control systems may include:
- cheque requisition forms
- specific project account
- purchase orders
- project funds expenditure record
- record of expenditure against total budget
- project funds reconciliation system

Commonly accepted measures for controlling expenditure may include:
- obtaining multiple quotes for services
- limiting unauthorised levels of expenditure
- identifying alternative resources
- redistributing resources
- utilising existing resources
- careful monitoring of budget
- variance analysis

Recording mechanism/systems
- Recording mechanism/systems
- paper-based
- electronic
- enterprise accounting system

Expenditure assessment may include:
- maintaining a running tally of expenditure
- regularly updating records
- establishing electronic reporting facility within recording system
- ensuring records of expenditure are able to be audited

Statutory regulatory, audit and policy compliance requirements may include:
- Australian Auditing and Accounting Standards
- ATO requirements
- contract requirements
- enterprise policies and procedures

EVIDENCE GUIDE

Critical aspects:
- an understanding of financial systems is demonstrated
- funds are secured and allocated to budgets and programs
- the funds for disbursement and control are clearly defined

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- disbursement of funds is clearly and accurately recorded
- disbursement of funds meets enterprise policies and procedures and any external funding/ statutory body requirements
- no funds are misappropriated
- appropriate measures to control the disbursement of funds are implemented and monitored
- staff are clearly informed of allowable disbursements and required reporting and recording procedures
- any irregularities are promptly investigated and resolved or referred to an appropriate authority for resolution
- the status of the total funds against disbursements can be determined throughout the project
- an understanding and the correct application of the relevant legislation and policy with regard to the disbursement of funds is demonstrated
- unallocated funds are appropriately distributed
- auditing requirements are met
- relevant legislative and statutory requirements are understood and adhered to

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:
- enterprise manuals, texts/references
- budgets for programs/services
- enterprise accounting system
- paper-based/electronic system for recording disbursements
- Australian Accounting and Auditing Standards
- relevant ATO legislation

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills
Knowledge
- enterprise policies and procedures across the full range of tasks required
- ATO legislative requirements
- relevant government and statutory bodies
- enterprise's accounting system
- acceptable measures for controlling expenditure
- Australian Accounting and Auditing Standards
- budgetary processes
- enterprise's policies and procedures for the disbursement of funds

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Skills

- literacy: follows complex financial procedures; writes detailed instructions organised sequentially
- numeracy: uses financial formulae; demonstrates knowledge of mathematical concepts; represents a range of data appropriately including tables, graphs; interprets and uses graphical representation as the basis for inference and prediction; calculates and contrasts monthly income from average sales
- communication: presents oral/written financial report; answers questions and provides information; discusses and explains implications of financial procedures and forecasts
- problem solving: selects and applies a wide range of mathematical strategies flexibly to generate solutions; decides on degree of accuracy appropriate to the activity; uses developed estimating skills to check calculations and outcomes

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UNIT BSAFIN501A: MANAGE PAYROLL RECORDS FOR EMPLOYEE SALARIES AND STATUTORY RECORD KEEPING PURPOSES

This Unit covers responsibilities for calculating and processing employee salaries, group certificates and relevant taxation payments.

Related Units:

BSAFIN304A - Process Payroll

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN501A/03	Administer PAYE salary records	• Employee group certificate amounts are prepared and reconciled from salary records • Declaration forms for new and existing employees are processed in accordance with Australian Taxation Office (ATO) requirements • Payments to government authorities are accurately prepared and despatched in accordance with the relevant government legislation • Group tax amounts are calculated and/or transcribed and payments made in accordance with ATO procedures • Periodic deductions are forwarded to nominated creditors within designated timelines
BSAFIN501A/02	Process payment of salaries	• Salaries and wages are authorised for payment • Salaries, wages and deductions are reconciled according to enterprise procedures • Security procedures are established and monitored to ensure confidentiality and security of information • Salary, wage and related enquiries are dealt with promptly and courteously • Systems are established so that records are kept for the period determined by government legislation
BSAFIN501A/01	Prepare payroll data	• Gross pay and annual salaries are accurately calculated from information contained in nominated industrial awards, contracts and government legislation • Statutory and voluntary deductions are accurately calculated from relevant documentation • Payment due to employees is provided to payroll processor for calculation within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	1

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Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- security procedures

Recording mechanisms/systems

- paper-based
- electronic
- enterprise accounting system

Australian Accounting and Auditing Standards

Statutory and voluntary deductions, e.g.

- superannuation
- HECS
- insurance payment
- family payment

Legislation, e.g.

- usage and interpretation of relevant industrial award(s)
- State government charges
- ATO regulations

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of managing payroll records for employee salaries and statutory record keeping purposes in accordance with enterprise procedures and policies.

Check that:

- pays are calculated accurately
- employees are paid on time and with correct pay advice slips
- PAYE salary records are maintained and processed accurately
- records are kept according to government legislation requirements
- confidentiality of records is maintained
- appropriate legislative procedures are followed

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UNIT BSACOM501A: INITIATE, RESEARCH AND PREPARE SPECIFIC DATA/INFORMATION TO FACILITATE COMMUNICATION FLOW

This Unit covers negotiating research requirements, identifying sources of information and data, evaluating the quality of the information and data, preparing drafts and producing final reports.

Related Units:

- BSAENT501A - Respond to the changing environment and implement strategies to achieve enterprise goals

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSACOM501A/05	Produce final report	• Key points are identified and summarised • Draft recommendations are prepared from key points • Ensure report contents are organised logically and reflect the original requirements of the request • Draft presented to designated officer before report is finalised • Completed report is made available to the nominated person/section within the required timelines
BSACOM501A/04	Prepare drafts	• Document is drafted for comment by relevant persons • Text is written using clear and concise language • Spelling, punctuation and grammar are correct • Ensure that intended meaning of correspondence/report is readily understood by recipient • Comments are integrated into the final draft within agreed timelines
BSACOM501A/03	Obtain data	• Data relevant to the purpose are obtained from identified sources, acknowledged and recorded for copyright and other legal requirements • Data is checked for accuracy and relevance and collated for processing • Effectiveness of data is assessed
BSACOM501A/02	Identify research requirements	• Purpose of research is clarified • Options for obtaining the information are identified
BSACOM501A/01	Identify specific data/information requirements	• Contents are discussed with relevant personnel • Timelines are agreed

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2

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Solving problems	2
Using mathematical ideas and techniques	2
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- report format
- availability of information

Technical vocabulary and specialist texts

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge initiating, researching and preparing specific data/information to facilitate communication flow in accordance with enterprise procedures and policies.

Check that:

- enterprise goals are maintained
- appropriate data is located and used
- reports are produced within designated timelines
- drafts are circulated to relevant people for comment and checking
- the final report addresses the original need and takes into account the comments provided
- specialist texts are read and understood

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UNIT BSAINF501B: ESTABLISH AND MAINTAIN A RECORDS SYSTEM TO ENSURE ITS INTEGRITY

This Unit covers selecting and developing an appropriate filing system for the enterprise. It covers implementing the system, ensuring it is adequate and is being used correctly by staff, and providing the necessary training.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAINF501B/01	Determine the needs of the enterprise	• The requirements of the enterprise are identified • Options for development of a system are identified to meet the requirements of the enterprise • Requirements of the system are identified and agreed upon by users
BSAINF501B/02	Select appropriate system	• Suppliers of systems are sourced in line with the identified requirements • Quotations for supply and delivery of nominated system are obtained using the designated quotation criteria • Selection of most appropriate supplier is determined using designated guidelines
BSAINF501B/03	Implement new/improved system	• New/improved system is implemented and monitored to ensure operation is in line with identified requirements • Transfer of documents and records is monitored to maintain the integrity of the system • Users of new/improved system are monitored to ensure the system is being accessed in the designated manner
BSAINF501B/04	Identify and organise staff training in accessing and using records system	• Staff training needs are determined • Training is provided for staff new to records system • Retraining is organised for those employees who do not access the system in the designated manner

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

Enterprise requirements may include:
- size and complexity
- storage facilities
- records management software
- cost
- staff training
- OHS requirements
- security and confidentiality

Options for development of a system may include:
- selection of system
- selection of supplier
- installation requirements
- transfer of records from old to new system
- time frame for implementation

Requirements of the system may include:
- document flow
- encoding and indexing systems
- access/security procedures
- privacy
- life-cycle of records
- retention/deletion/shredding/archiving
- stocktaking/auditing
- impact of technological change
- staff responsibilities
- cost of maintenance

System users may include:
- administration personnel
- management
- other colleagues

Sourcing suppliers of systems may include:
- specifying system requirements
- obtaining quotes
- using usual enterprise supplier

Designated quotation criteria may include:
- enterprise details, eg. address
- quotation number
- all requirements specified
- required delivery date
- signed and dated by authorised person

Designated guidelines for selection may include:
- enterprise procedures and policies
- consultation with user group

Implementing and monitoring new system may include:
- implementation plan
- coding and indexing
- transferring documents/records
- running concurrent systems while change over is implemented
- implementing a shut down while change over is implemented
- dissemination of information to all affected personnel, internal/external
- training of affected personnel

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Integrity of system may include:
- security needs
- confidentiality
- access
- up to date
- training

Monitoring system users may include:
- observing
- surveys/questionnaires
- feedback

Accessed in the designated manner may include:
- security procedures
- OHS policies and procedures
- correct use of index/codes

Determining training needs may include:
- establishing user roles/responsibilities
- staff surveys

Staff training may include:
- workshop
- demonstration
- one-on-one
- notes/manual
- user guides

EVIDENCE GUIDE

Critical aspects:
- the requirements of the enterprise record system are identified and understood
- options for development of a new system are identified and reflect the requirements of the enterprise
- requirements of the record management system are identified and discussed with other users
- new records management system is agreed upon by all users and is in accordance with enterprise policies and procedures
- the new system is sourced in accordance with enterprise guidelines
- designated quotation criteria is used to supply quotations for supply and delivery of new system
- most appropriate supplier is selected according to enterprise guidelines
- new/improved system is implemented with minimal disruption to personnel
- new/improved system is monitored to ensure operation is in line with enterprise requirements
- transfer of documents is monitored
- integrity of system is maintained at all times
- users of system are briefed about establishment of new/improved system
- users of new/improved system are monitored to ensure system is being accessed in the designated manner
- staff training needs are identified and staff training is provided where necessary
- staff training is appropriate to new records system
- staff who do not access the system in the appropriate manner are identified and retraining is organised

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:
- filing system
- relevant workplace reference materials including enterprise procedural manual and company policy

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Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills
Knowledge

- enterprise policies and procedures across the range of tasks required
- requirements of the enterprise records management system
- staff training
- effective records management systems
- change management processes

Skills

- literacy: follows and interprets enterprise policies and procedures; reads and critically evaluates records; has developed written skills across a number of genres; writes organisational procedures for maintaining records; writes training procedures for staff in utilising records system
- displays depth of understanding of complex oral and written texts which may include multiple meanings
- research: selects categories by which to organise information; processes information in a systematic way
- problem solving: uses processes flexibly and interchangably; selects most appropriate and efficient system and method of implementation from a possible range
- numeracy skills: interprets, selects and investigates appropriate mathematical information and relationships highly embedded in an activity; selects the appropriate quote
- technology: uses appropriate technological materials in order to establish and maintain filing system
- communication; briefs and informs staff of procedures; responds constructively to a team; encourages and incorporates feedback

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UNIT BSATEC502B: MANAGE THE ESTABLISHMENT AND MAINTENANCE OF A WORKGROUP NETWORK

This Unit covers establishing a computer network using the appropriate software, managing the network, responding to problems, assisting network users and providing training.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC502B/01	Managing the establishment of a workgroup network	• Network requirements are determined with the nominated person/section/consultant • Any necessary equipment is obtained and installed in accordance with the manufacturer's instructions • The network is established in a way which maximises efficiency and access for users • Software is installed as required and in line with the manufacturer's instructions
BSATEC502B/02	Manage the maintenance of a workgroup network	• Records are established and maintained to ensure control and security of hardware and software stock • Network problems are responded to and minor faults are rectified promptly • Major problems are reported and appropriate computer experts called promptly • Software is filed and stored in accordance with enterprise procedures
BSATEC502B/03	Assist and train network users	• Training is provided for existing/new staff in using the network • Network users are assisted to maximise potential of the network • User skills are examined and feedback is provided

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Network requirements may include:

- hardware, mainframes, servers
- software, operating system, application packages, programming

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- virus scanners, security requirements
- memory size
- scalability
- necessary skills and knowledge
- internal/external maintenance
- set-up needs

Nominated person/section/consultant may include:
- IT manager
- IT department
- supervisor
- external consultant
- service provider
- management
- system users

Necessary equipment may include:
- computers, hardware, peripherals
- server, software
- modem

Maximising efficiency and access for users may include:
- easy to use
- multiple users
- gateways
- firewalls
- eliminates/minimises duplicate electronic storage of information
- reduces processing time
- maximises access to information
- improves reporting processes
- ensures accuracy and security of data
- security needs
- logical set-up
- clear instructions/guidelines, user guides
- timely training
- appropriate network size

Required software may include:
- anti-virus
- Internet
- printer
- word processing
- spreadsheet
- database
- page layout
- accounting
- enterprise specific software

Installing software may include:
- following manufacturer's guidelines
- programming
- utilising internal/external expertise

Manufacturer's instructions may include:
- handbook
- user guide
- consultant
- copyright

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Stock records may include:
- inventory lists
- asset register
- log books
- requisition forms
- file register
- index cards
- details of software licenses, locations of software within enterprise

Control and security may include:
- limited number of users, limited time period for usage
- restricted/authorised access
- monitoring stock level
- storage conditions and requirements
- use of passwords

Network problems may include:
- server crashing
- memory full
- virus
- damaged cabling
- human error

Rectifying minor faults may include:
- resetting server
- anti-virus software
- clearing memory space
- reloading software
- repairing/replacing parts

Reporting major problems may include:
- notifying supervisor/IT department
- notifying supplier
- notifying manufacturer

Appropriate computer experts may include:
- IT supervisor/manager
- supplier and manufacturer
- computer service centre
- on-line help
- external consultant

Filing and storing software may include:
- file register, electronic/paper-based
- creating back-up copy
- enterprise storeroom
- enterprise records room
- external storage
- fire/heat/humidity proof storage
- archiving

Enterprise procedures may include:
- enterprise policies
- user guides
- training notes
- security policy
- OHS policy

Training may include:
- workshops

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- information sessions
- expert demonstration
- one-on-one

Network users may include:
- enterprise personnel
- external clients

Maximum potential of network may include:
- efficiency
- effectiveness
- usefulness
- multiple users
- access to information
- reporting facilities

Examining user skills may include:
- testing/assessment
- observing
- survey

Feedback may include:
- comments
- suggestions
- recommendations
- performance appraisal

EVIDENCE GUIDE

Critical aspects:
- enterprise network requirements are investigated and correctly identified
- consultation is undertaken with nominated person/section/consultant
- budgetary constraints are complied with
- identified network solution reflects enterprise's current and anticipated future needs
- support for network is obtained from nominated person/section/consultant
- network is compatible with current enterprise software, hardware and work practices
- appropriate equipment and software is obtained and correctly installed
- software licenses are complied with
- any uncertainties are resolved with external assistance as required
- efficiency gains identified throughout investigation and consultation phase are realised
- user access to information is maintained throughout installation
- installation of the network improves user access to information
- appropriate records are completed
- security measure appropriate to the enterprise's hardware and software needs are established and implemented
- problems, faults and repairs are promptly attended to, resolved or referred to an appropriate expert
- software filing and storage complies with manufacturer's guidelines and enterprise policies and procedures
- staff training needs are accurately identified and appropriate and timely training is conducted and/or organised
- the features of the network are clearly explained and demonstrated to staff and staff are assisted in efficiently utilising the network
- processes and procedures for utilising the network are developed and made available to staff
- staff are monitored in their usage of the network and feedback is provided as appropriate

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:
- enterprise manuals and policy documents
- hardware
- software

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- computer journals, texts, reference materials
- manufacturer's guidelines

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills
Knowledge
- enterprise policies and procedures across the full range of tasks required
- various hardware and software options
- features of computer networking
- software licensing rights and responsibilities
- copyright
- appropriate hardware and software vendors
- training
- skills analysis

Skills
- literacy: reads and interprets complex technological procedures; clarifies information in regard to the purchase of software and hardware of the workgroup network
- communication: follows complex instructions presented orally when using new technology; communicates ideas, arguments and conclusions logically; responds to a complex enquiry or complaint; gives complex instructions, including pitfalls to be avoided when training others to use machinery
- referral: identifies to whom to refer difficulties in either the hardware or software workgroup network
- research: seeks information on the most appropriate software to suit the enterprise's needs
- problems solving: identifies the best course of action if a difficulty arises in the operation of the workgroup network
- numeracy: understands computer configurations
- technology: monitors and maintains a workgroup network
- team work and organisational skills

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UNIT BSATEC501B: MANAGE DOCUMENT DESIGN AND PRODUCTION WITHIN THE ENTERPRISE

This Unit covers managing the document design and production process, including staffing and allocation of tasks.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC501B/01	Identify enterprise requirements for document design/production	• Enterprise requirements for information entry, storage, output, and quality of document design/production are identified • Enterprise costs for document design/production are accurately estimated • Hardware and software appropriate for information and presentation requirements are identified and recommended
BSATEC501B/02	Manage allocation of document design/production tasks	• Document design/production tasks are allocated to the team • Standards for document design/production are set and maintained • Document design/production training needs of the team are identified • Feedback is provided to team members about standards of document design/production

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Identifying enterprise requirements may include:

- entry: accuracy, speed
- output: report form, letter, fax, memo, email, client requirements
- storage: security, confidentiality, hard disk, floppy disk, CD ROM, tape, hard copy, multiple copies
- quality: clarity, meets requirements, draft/final form, relevance, up to date information, document presentation, media

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Enterprise costs may include:
- materials
- labour
- equipment
- overheads

Appropriate hardware and software may include:
- computer
- printer
- scanner
- photocopier
- guillotine
- binder
- projector
- word processing
- spreadsheet
- database
- page layout
- art/graphics
- storage media

Document design/production tasks may include:
- drafting
- locating/gathering appropriate information/precedents
- writing
- drawing
- production of graphics
- liaison with external personnel
- editing
- formatting
- checking final print copy
- printing
- binding
- copying
- creation of templates, style/procedures manual

Standards for document design/production may include:
- enterprise templates/house style, margins, fonts, usage of colour
- language/style of document
- enterprise policies and procedures
- client requirements
- quality standards, print quality, use of page layout software, colour photocopy
- binding media
- final document presentation, production of multiple/subsequent copies
- electronic/paper-based

Training needs may include:
- software
- technical equipment
- industry information/background
- training room
- coordinator/expert
- time
- assessors
- individual requirements

Feedback may include:
- questionnaire/survey
- client comment
- supervisor comment

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- edits/insertions/corrections
- suggestions
- constructive criticism
- acknowledgment of successful completion of tasks
- encouragement

EVIDENCE GUIDE

Critical aspects:
- enterprise requirements are clarified and understood
- requirements are clearly conveyed to team and any questions answered
- document design/production costs are understood and correctly estimated
- hardware, software and other resources appropriate to the task are identified correctly and are secured to complete document design and production within the enterprise
- where resources/skills are not available internally, appropriate expertise/equipment is sourced external to the enterprise within budgetary constraints
- external contractors are monitored for quality of document design and production as appropriate
- team performance standards are clearly articulated to the team
- document design/production tasks are allocated appropriately
- if training is required, appropriate and timely training is conducted/organised
- team is monitored to ensure productions standards are maintained
- regular feedback about performance is provided to team
- completed documents meet enterprise requirements and conform with enterprise standards
- documents are completed in a timely manner

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:
- computer hardware and other document production equipment
- a range of software applications appropriate to the task
- media for production of documents
- calculator

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

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Underpinning knowledge and skills

Knowledge

- enterprise policies and procedures across the full range of tasks required
- appropriate computer hardware and software
- document production processes
- enterprise cost constraints
- appropriate external expertise if required
- team building
- various storage media

Skills

- literacy: reads and interprets enterprise policies and procedures; reviews and selects appropriate technological design; defines the purposes and objectives for the use of a particular technology; considers aspects of context, purpose and audience when designing and formatting texts; writes report including a detailed analysis of technology as applied in the workplace
- research and analysis: evaluates content, structure and purpose of technical texts; adapts task instructions to suit changes in technology
- technological: manages appropriate design requirements and layouts
- communication: presents complex instructions orally; communicates ideas, arguments and conclusions logically; explains technological concepts and designs to others
- numeracy: understands computer configurations
- keyboarding
- interpersonal and team work: consults and negotiates with team members; liaises with internal and external personnel

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UNIT BSAORG504B: REVIEW OFFICE ADMINISTRATION SYSTEMS AND PROCEDURES TO MEET CHANGING DEMANDS

This Unit covers determining the limits of the office administrative system and identifying strategies for ensuring the system can meet the enterprise's needs, including training and new procedures.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAORG504B/01	Determine capacity of administrative structure to meet enterprise goals	• Obstacles to achieving enterprise goals are identified • Suggestions for improvements to structure are sought from staff at appropriate levels of the enterprise
BSAORG504B/02	Enable administrative change	• Strategies are identified and developed in consultation with staff • Staff are encouraged to participate at all stages in the process of change • Appropriate training and support is provided to staff affected by change
BSAORG504B/03	Implement change	• New office administrative procedures/processes are implemented • New procedures/processes are circulated • Appropriate training and support is provided to staff affected by change

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	3
Working with others and in teams	2

RANGE OF VARIABLES

Enterprise procedures and policies may include:
- change management
- consultation process
- training and support
- feedback mechanisms

Enterprise goals may relate to:
- size of enterprise
- the purpose and nature of enterprise
- environment and culture of staff and enterprise

Obstacles may include:
- training gaps
- non-ownership of goals

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- entrenched belief systems within enterprise culture
- resource constraints
- internal/external constraints

Suggestions for improvements to structure may include:
- team meetings
- questionnaires and surveys
- ongoing consultation with a range of personnel
- informal group and individual discussion

Strategies may relate to:
- team goal setting
- training programs
- external consultants
- changing team/enterprise culture

Stages in the process of change may include:
- briefing
- trailing
- testing
- implementation
- evaluation
- denial
- resistance
- exploration
- commitment

Appropriate training and support may include:
- professional development
- appropriate time allowed for training
- team and management support
- discussion of change and its possible effects
- external consultants and trainers
- understanding change management and anticipating possible reactions to change

New office administrative procedures/processes may involve:
- staff roles being re-defined
- office tasks being re-distributed
- new/changed office equipment and/or systems

EVIDENCE GUIDE

Critical aspects:
- enterprise policies and procedures in regard to change management, consultation processes, training and support are understood and followed
- enterprise goals are understood
- obstacles to achieving enterprise goals are identified
- staff at appropriate levels of the enterprise are consulted in a range of ways over possible improvements to the administration system
- analytical tools and resources to evaluate administration systems are understood and utilised
- stages of the change process are understood
- the need for change is correctly identified
- information to staff is researched and distributed within sufficient timelines
- information from staff is solicited on an ongoing basis
- staff are involved in the change process in a variety of ways
- information from staff is analysed and acted upon when necessary
- staff skills gaps in operating systems are identified and addressed within appropriate timelines
- change strategies are relevant and appropriate

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- change is implemented in a positive manner
- information regarding new procedures and/or processes is written in detail and circulated within appropriate timelines
- ongoing support and consultation is provided to staff

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:
- enterprise policy and procedure manuals
- reference materials
- appropriate equipment
- contact persons (eg. trainers, technicians, suppliers)

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
- flexible delivery methods used by training providers to cater for distance education students
- 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
- role-play
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills
Knowledge
- enterprise policies and procedures in regard to administration systems and procedures, training of staff, implementing change
- administration systems
- planning tools and resources
- monitoring/reviewing tools and resources
- enterprise goals

Skills
- literacy: detailed understanding of firm's policies and directions; writes a detailed procedural text after clarifying the firm's objectives and the needs of staff; writes project/action plan; follows complex flowchart in order to identify and distil relevant information
- research and analytical: evaluates situations and processes, assembles evidence, examines assumptions, makes judgements, selects and organises information effectively for specific purposes by defining information requirements; selects and modifies processes appropriately
- problem-solving: uses processes flexibly and interchangeably; experiments with a range of systems and chooses most appropriate
- communication: consults and negotiates with group; recommends alternative ways of performing tasks; listens and provides/encourages feedback; discusses changes in routines and procedures
- numeracy: checks calculations; developed recording and estimation processes

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UNIT BSAORG503B: PLAN AND ESTABLISH OFFICE ADMINISTRATION SYSTEMS AND PROCEDURES

This Unit covers determining the requirements of effective office administration systems and procedures for the enterprise, implementing, monitoring and reviewing the system and providing training where necessary.

This unit can be assessed alone or in combination with other units making up a job role.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAORG503B/01	Plan office administration system	• Identify requirements of the office administration system through consultation with system users • Suppliers of system requirements are sourced in line with enterprise procedures • Quotations for supply and delivery of nominated equipment, stationery, software for planned administration system are obtained • Selection of most appropriate supplier is determined using designated guidelines
BSAORG503B/02	Implement office administration system	• System is implemented • System can produce accurate and secure data as required • Procedures for using the new system are defined and *circulated* to staff • Training for staff on use of new system is provided
BSAORG503B/03	Monitor office administration system	• System is monitored for correct usage • Contingencies are dealt with to ensure minimal effect on users • System is modified to meet changing needs in a timely way • Modifications are clearly defined and users are notified • Staff training needs are monitored and new staff trained on administration system

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

Enterprise policies and procedures may relate to:
- appropriate administration systems and procedures
- training of staff
- monitoring and reviewing systems
- administration expenditure

Type of office administration system may include:
- paper-based system
- electronic system

Requirements of the office administration system may relate to:
- type of system
- size of system
- work practices
- enterprise/staff requirements
- number and type of users
- purpose and nature of the enterprise
- purpose and nature of system
- skills of existing staff
- staff training needs

System users may include:
- enterprise personnel
- casual personnel
- external clients

Suppliers of system requirements may include:
- computer/software suppliers
- equipment suppliers
- internal staff/clients
- information technology technicians
- information technology trainers
- efficiency consultants
- office equipment suppliers

Equipment, stationery and software may include:
- photocopiers
- facsimile machines
- telephones
- video conferencing equipment
- other equipment (eg. filing, storage)
- letterhead, envelopes
- personal computers
- laptop computers
- modems
- training software
- anti-viral software
- specialised business software
- Internet software

Designated guidelines for selecting supplier may relate to:
- budget limitations
- preferred enterprise suppliers
- training requirements
- size of system requirements
- purpose of administration system

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Implementing system may include:
- testing
- trialing
- informing relevant persons
- ensuring system functions correctly

Accurate and secure data may relate to:
- staff training
- implementing safeguards against computer viruses
- issuing passwords
- establishing confidentiality agreements

Circulation of procedures may include:
- enterprise newsletter
- meetings
- training days
- professional development time
- office memorandum
- facsimile messages
- email messages
- photocopied instructions

Training for staff may include:
- professional development
- on the job trainers
- video
- training handbooks
- coach, mentor and/or buddy systems
- skills assessment

Monitoring of system may include:
- feedback from internal/external clients
- observation by trained technician(s)
- extra administrative support and back-up
- utilising monitoring tools and processes

Contingencies may include:
- temporary reduction of work output
- boosting staff confidence
- providing additional training
- modifying system

Modification of system to meet changing needs may include:
- growth or decline in the size of system
- change in the nature and purpose of the system/enterprise
- technological advances in administration systems
- change in user requirements

A timely manner may be:
- specific time period formalised in enterprise plan or agreement
- timeframe deemed appropriate by users
- timeframe deemed appropriate by management
- timeframe deemed appropriate by the office administrator
- timeframe formally agreed upon between the enterprise and the relevant trade union

Modifications may relate to:
- specialised software
- additional equipment, training
- redefinition of administrative roles and duties
- negotiation of timeframes for system implementation

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Monitoring staff training needs may include:
- ongoing assessment of staff skills
- ongoing feedback opportunities
- providing professional development opportunities

EVIDENCE GUIDE

Critical aspects:
- enterprise policies and procedures in regard to administration systems and procedures, training of staff, monitoring and review of systems and administration expenditure are understood and followed
- administrative system requirements of the enterprise are clarified and understood
- administration system users are consulted in regard to their system needs
- quotations for system requirements are obtained if required
- suppliers of system requirements are researched and considered in terms of enterprise guidelines
- arrangements are made for the effective implementation of the system within an appropriate timeframe
- system is able to consistently produce accurate and secure data
- procedures for using the system are researched and clearly recorded in detail
- system procedures are distributed to all relevant staff in advance of system implementation
- staff training gaps are identified as soon as possible
- training requirements of staff are accurately identified and promptly met
- tools and resources for monitoring correct use of the system are established
- contingency plans are prepared and implemented when necessary to minimise the effect on users
- glitches in the system are fixed with minimal disruption
- modifications to the system are anticipated as changes occurs
- modifications to the system are implemented within an appropriate timeframe
- staff training needs are reviewed on an ongoing basis
- training programs are prepared and delivered to new staff

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:
- enterprise policy and procedure manuals
- reference materials
- appropriate equipment
- contact persons (eg. trainers, technicians, suppliers)
- budget

Consistency in performance:
This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, 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
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Evidence gathering methods may include:
- demonstration
- questioning
- workplace performance
- role-play
- projects/assignments

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- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills

Knowledge

- enterprise policies and procedures in regard to administration systems and procedures, training of staff, monitoring and review of systems and administration expenditure
- financial arrangements
- administration systems
- planning tools and resources
- monitoring/reviewing tools and resources
- enterprise goals

Skills

- literacy: follows and interprets enterprise's policies and procedures; writes detailed procedural text, including alternative courses of action, after defining needs of audience and purposes of information; follows complex flow chart in order to identify and distil relevant information
- research and report writing: assembles evidence and evaluates for accuracy and relevance; summarises data in a logically coherent structures; uses a variety of strategies for planning, reviewing and proofreading own writing;
- problem-solving: chooses appropriate solutions from a range of possible solutions; uses processes flexibly and interchangeably; anticipates problems and modifies systems accordingly
- communication: consults and negotiates with group; recommends alternative ways of completing tasks; discusses changes in routines and procedures; monitors and defines group's objectives
- time-management: uses a range of planning tools to implement system smoothly and with a minimum of disruption; is able to anticipate modifications and plan system overhauls; allows sufficient time for training

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UNIT BSAORG501A: MANAGE MEETINGS TO ACHIEVE IDENTIFIED TEAM/SECTION GOALS

This Unit covers managing the preparation of meetings, including the materials, the venue, chairing the meeting, preparing the minutes and reporting to management, all within timelines.

Related Units:
BSAORG402A - Plan meetings to enable the stated objectives of the meetings to be met

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAORG501A/02	Conduct meetings on behalf of management	• Minutes of meeting are recorded, circulated and filed • Meetings are chaired in accordance with enterprise procedures • Outcomes of meeting are recorded and reported to management within the designated timelines
BSAORG501A/01	Organise meetings	• Purpose of meeting is clarified with management • Agenda is developed in line with stated purpose • Relevant participants are identified • Time and venue of meeting are arranged • Participants are notified • Meeting papers are prepared from relevant sources • Ensure that meeting papers are despatched to participants within designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Using mathematical ideas and techniques	2
Using technology	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- relating to meeting arrangements
- chairing protocol

Type of meeting, e.g.

- teleconferencing
- video conferencing
- annual general meeting

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Board meeting:

- formal
- informal
- semi-formal

Meeting requirements, e.g.

- number of participants
- participants' requirements
- equipment required

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of managing meetings to achieve identified group/section goals in accordance with enterprise procedures and policies.

Check that:

- required participants are invited and receive the appropriate documents
- meetings are conducted on time
- meetings are chaired according to agenda and enterprise requirements
- minutes are circulated to relevant persons
- records of meetings are kept

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UNIT BSAFIN302A: MONITOR CASH CONTROL FOR ACCOUNTING PURPOSES

This Unit covers monitoring cash flow, making and receiving payments, debtors and creditors and following up accounts.

Related Units:

- BSAFIN201A - Prepare and process financial documentation for cash flow and accounting records
- BSAFIN301A - Maintain daily financial records for accounting purposes
- BSAFIN305A - Maintain financial records for reporting purposes

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN302A/04	Check and despatch payments to creditors	• Payment documentation is checked for accuracy of information and despatched to creditors within designated timelines • Cash, cheque and credit card payments are made according to enterprise guidelines • Creditors' statements are reconciled with accounting records • Relevant data is corrected increditor's account
BSAFIN302A/03	Follow up outstanding accounts	• Outstanding accounts are collected within designated timelines • Credit terms are reviewed and controlled to ensure payment within designated timelines • Debtor's ledger is maintained accurately to reflect the correct situation • Credit terms are reviewed when debtor accounts are rectified
BSAFIN302A/02	Check and despatch invoices to debtors	• Debtor statements are checked for accuracy of content • Invoices are validated against financial records • Any noted discrepancies are rectified • Debtor invoices are despatched within designated timeline
BSAFIN302A/01	Receive and document payments/takings	• Cash is correctly counted and, where applicable, correct change is given • Cheque and credit card payments are verified with the nominated person/department prior to acceptance • Receipts are accurately completed and issued

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1

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Solving problems	1
Using mathematical ideas and techniques	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies

Recording mechanisms/systems, e.g.

- paper-based
- electronic
- enterprise accounting system

Australian Accounting and Auditing Standards

Relevant legislation, e.g.

- consumer law
- ATO regulations

Business source documents may include but are not exclusive to:

- purchase requisitions and orders
- invoices and receipts
- delivery dockets
- credit notes
- statements
- cheques

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of monitoring cash control for accounting purposes in accordance with enterprise procedures and policies.

Check that:

- cash, cheque and credit card takings are documented correctly
- completed invoices are checked for errors
- correct invoices are despatched
- outstanding accounts are monitored and reviewed
- payments made to creditors are accurate and recorded
- appropriate legislative procedures are followed

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UNIT BSAFIN304A: PROCESS PAYROLL

This Unit covers the processing of payroll from provided data.

Related Units:
BSAFIN501A - Manage payroll records for employee salaries and statutory record keeping purposes

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAFIN304A/01	Process payroll	• Employee pay period details, deductions and allowances are entered • Payment due to individual employees is calculated with data provided • Total wages for pay period are reconciled • Pay advice slips for individual employees are prepared • Salaries and wages are prepared and presented for authorisation • Salaries and wages are issued within designated timelines • Records are kept and maintained for taxation and auditing purposes • Designated security procedures are followed at all times to ensure confidentiality and security of information • Enquiries about salaries and wages are dealt with promptly and courteously

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies

Recording mechanisms/systems, e.g.

- paper-based
- electronic
- enterprise accounting system

Australian Accounting and Auditing Standards
Enterprise payroll system

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Relevant legislation, e.g.

- ATO regulations
- payroll tax
- sales tax

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of processing payroll in accordance with enterprise procedures and policies.

Check that:

- data is entered accurately
- payments calculated are correct
- any errors are identified and rectified
- reconciliations are complete
- correct procedures are followed and employees are presented with correct pay within designated timelines
- confidentiality of records is maintained
- appropriate legislative procedures are followed

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UNIT BSAINF301A: MAINTAIN INFORMATION RECORDS SYSTEM TO ENSURE ITS INTEGRITY

This Unit covers creating new files, removing the files that are no longer active and maintaining the enterprise's filing systems.

Related units:

- BSATEC303A - Maintain computer files
- BSAINF401A - Supervise an established records system to ensure its integrity
- BSAINF501A - Establish and maintain a records system to ensure its integrity

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAINF301A/03	Record documentation movements	• Movement of all documentation is recorded • Overdue records and documentation are identified and a system for their return implemented
BSAINF301A/02	Identify and process inactive and dead files	• Inactive and dead files are identified and removed and/or relocated
BSAINF301A/01	Assemble new files	• Information to be incorporated in new file is collected and collated • New files are established in an accurate and up-to-date manner • New file is placed on file recording system • New files are indexed • Files are sorted by appropriate codes

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- initiation of new files and processing of inactive files
- security procedures
- archiving procedures

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Enterprise filing system coding, e.g.

- numbers
- colours
- letter combinations

Enterprise filing system type, e.g.

- paper-based
- electronic

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of maintaining an information records system to ensure its integrity according to enterprise procedures and policies.

Check that:

- there is an understanding of the procedure for sorting files by code
- new files are entered into system when required
- the system is accessed in the correct manner
- files are accountable
- the filing system operates efficiently
- problems are identified and solutions are implemented with assistance if necessary

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UNIT BSATEC303A: MAINTAIN COMPUTER FILES

This Unit covers moving computer files between directories and folders and carrying out back-up procedures.

Related Units:
BSATEC203A - Operate a computer to produce simple documents

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSATEC303A/01	Carry out file maintenance	• Files are copied, deleted and renamed as required • Directories or folders are created as required • File registers are maintained according to enterprise guidelines • Security checks and procedures are inserted where necessary • Backups are carried out as required • Backup files are stored in the designated manner and location • Record of backups are maintained • Virus protection measures are used according to enterprise guidelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Enterprise procedures and policies, e.g.

- backup procedures
- file maintenance

Storage media, e.g.

- hard disk
- floppy disk

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Instructions, e.g.

- manufacturer's guidelines
- procedures manual

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of maintaining computer files according to enterprise procedures and policies.

Check that:

- the integrity of the computer filing system is maintained
- the filing system operates smoothly
- backup files are created and security is ensured

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UNIT BSAORG502A: PLAN AND MANAGE CONFERENCES ON BEHALF OF MANAGEMENT TO ACHIEVE IDENTIFIED GOALS

This Unit covers managing a conference, including the planning stages, preparation of materials and participants, promotion, coordination on the day/s, taking follow-up action, all within timelines.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSAORG502A/05	Follow up conference proceedings	• Follow up outcomes of the conference • Prepare papers from conference for publication • Speakers/participants are debriefed • Evaluations of the conference are analysed and noted • Speakers are thanked for participating
BSAORG502A/04	Coordinate conference proceedings	• Participants are registered • Speakers are greeted and hosted throughout conference • Changes to the published agenda are communicated to participants • Contingency arrangements are made to ensure the smooth running of conference • Organisation of administration throughout conference is managed
BSAORG502A/03	Promote conference	• Promotion strategy is established • Information is made available within designated timelines • Publicity material is prepared and despatched
BSAORG502A/02	Organise conference	• Participants are invited • Participants' special needs are identified and noted • Program details are prepared • Conference papers are prepared from relevant sources • Speakers are invited and briefed • Venue and times are confirmed • Costs are estimated and compared to budget • Registration procedures are established • Transport and accommodation requirements are confirmed • Participants' special needs are catered for • Conference papers and details on accommodation and registration are despatched to participants within designated timelines
BSAORG502A/01	Plan conference	• Purpose of conference is clarified with management • Budget is planned and projections made in conjunction with management • Conference program is developed in line with stated purpose • Relevant participants are identified • Time and venue of conference are arranged

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Enterprise procedures and policies

Nature and size of conference:

- budget

Number of speakers and participants:

- any special needs of speakers/participants

Promotion:

- nature
- size
- strategy

EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit is best obtained by observation of performance, questioning and discussion.

More specifically, to indicate understanding and knowledge of planning and managing conferences on behalf of management to achieve identified goals in accordance with enterprise procedures and policies.

Check that:

- conference arrangements are made according to plan
- administrative procedures are completed accurately and within designated enterprise timelines
- the conference is promoted effectively
- contingency plans are prepared and carried out as required
- the conference runs smoothly
- necessary follow-up is taken

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Local Government Training Package

Assessment & Workplace

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT BSZ501A: ANALYSE COMPETENCY REQUIREMENTS

This unit applies to persons required to research and document competency requirements. It covers that including identification and review of relevant sources of information, and development of an implementation plan.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ501A/01	Identify client competency needs	• The client and stakeholders are consulted to identify and document client competency needs • Competency needs are defined using information collected from stakeholders • The needs are grouped according to type, priority and possible solutions
BSZ501A/02	Undertake needs analysis	• A plan is developed for the needs analysis outlining: - outcomes - resources - timelines - personnel and responsibilities - target group(s) - sources of information • Sources of information in relation to competency needs and the scope of the competencies are identified • Data gathering methods are adapted/ developed for efficient, reliable and valid information collection • Any requirements of qualifications or assessment or training recognition bodies are identified • Information is collected, organised and analysed to identify competency components • Groupings of competencies are established to suit the requirements for competency development of the target group(s)
BSZ501A/03	Confirm findings of research	• Consultations with stakeholders are conducted to verify research accuracy, useability within the intended context(s) and validity for the target group(s) • Priorities for implementation of competency development are determined in terms of business goals, individual and organisational effectiveness, resource implications, cost benefit and lead time requirements • Identified priorities and competencies are documented and validated by stakeholders
BSZ501A/04	Document competency requirements	• Competency requirements are documented in a manner appropriate to client needs • Combinations of competencies are identified to match the required: – business goals of the client organisation – job roles – skills related career paths – classifications – position descriptions

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		– training programs – appraisal requirements – licensing or accreditation conditions • Implementation plan is developed including: – marketing and promotion – resource allocation – timelines
BSZ501A/05	Validate competencies and implementation plan	• Stakeholders are involved in the validation of documented competencies and implementation plan and established processes are used to approve documentation • Adjustments to documentation are made as required • Documentation is approved through established processes • Any changes in related procedures, policies and processes are endorsed by stakeholders for implementation

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- regulation or licensing requirements.

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies

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- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Competency needs may include:
- adaptation of industry competency standards to meet business goals
- design or review of training program(s)
- identification of productivity and other improvements
- access and equity considerations
- human resources considerations (eg. classification structure).

Sources of information may include:
- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

Data gathering methods may include:

- survey methods
- interviews
- delphi procedures
- nominal group techniques
- concept mapping
- focus groups
- job and task analysis
- analysis of assessment and/or training records.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:
- Documented client competency needs
- Competency needs analysis plan
- Report of research into competency needs
- Classification of need according to type, priority and possible solution
- Documented competencies
- Implementation plan.

Assessment requires evidence of the following processes to be provided:
- How the client and stakeholders were consulted to identify competency requirements
- How the needs analysis and competencies proposed will contribute to organisational effectiveness
- Why particular data gathering method(s) was used
- How the data gathering methods and any other instrument(s) used were checked for validity, reliability, cost-effectiveness, administration ease, acceptability and appropriateness
- How the implementation plan was developed.

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Interdependent assessment of units:
This unit may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills:
- Any relevant competency standards, assessment guidelines and Australian Qualifications Framework (AQF)
- Relationship of the competencies, any industrial agreements and skill based classification systems with organisation effectiveness
- Understanding of data gathering and needs analysis theory and methodology
- Language and literacy skills required to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Planning of own work including predicting consequences and identifying improvements
- Compliance with requirements for copyright and other regulatory requirements
- Communication skills appropriate to the culture of the workplace.

Resource implications
Access to relevant clients, stakeholders and sources of information required in needs analysis.

Consistency in performance:
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ402A: CONDUCT ASSESSMENT

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ402A/01	Identify and explain the context of assessment	• The context and purpose of assessment are discussed and confirmed with the person(s) being assessed • The relevant performance standards to be used in the assessment (eg. current endorsed competency standards fo the specific industry) are clearly explained to the person being assessed • The assessment procedure is clarified and expectations of assessor and candidate are agreed • Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed • The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure • Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed
BSZ402A/02	Plan evidence gathering opportunities	• Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency • The need to gather additional evidence which may not occur as part of the workplace or training activities are identified • Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure
BSZ402A/03	Organise assessment	• The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment • Appropriate personnel are informed of the assessment • 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
BSZ402A/04	Gather evidence	• Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence • The evidence specified in the assessment procedure is gathered, using the assessment methods and tools • Evidence is gathered in accordance with specified allowable adjustments where applicable • The evidence gathered is documented in accordance with the assessment procedure

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BSZ402A/05	Make the assessment decision	• The evidence is evaluated in terms of: validity authenticity sufficiency currency consistent achievement of the specified standard • The evidence is evaluated according to the dimensions of competency: task skills task management skills contingency management skills job/role environment skill transfer and application of knowledge and skills to new contexts • Guidance is sought, when in doubt, from a more experienced assessor(s) • The assessment decision is made in accordance with the criteria specified in the assessment procedure
BSZ402A/06	Record assessment results	• Assessment results are recorded accurately in accordance with the specified record keeping requirements • Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.
BSZ402A/07	Provide feedback to persons being assessed	• 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 • Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s being assessed • The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged
BSZ402A/08	Report on the conduct of the assessment	• Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure • Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure • Suggestions for improving anyaspect of the assessment process are made to appropriate personnel

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

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
- 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 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

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- 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 include:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.

- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

Assessment methods may include:

- work samples and /or simulations
- direct 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 relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides

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- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Assessment environment and resources to be considered 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 indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in States/Territories.

EVIDENCE GUIDE

Critical aspects of evidence

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 suggestions 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

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- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment was conducted to ensure that :
– all arrangements and activities were understood by all parties
– the person was put at ease and the supportive assessment environment was created
– language, literacy and numeracy issues were taken into consideration

- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required skills and knowledge
- 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 occupational health and safety 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 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).

Resource implications:

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- Access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel.

Consistency of performance:
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment context:
Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

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UNIT BSZ403A: REVIEW ASSESSMENT

This unit covers requirements to review assessment procedures in a specific context.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ403A/01	Review the assessment procedure(s)	• Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria • The review process established by the enterprise, industry or registered training organisation is followed • 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 • Review activities are documented, findings are substantiated and the review approach evaluated.
BSZ403A/02	Check consistency of assessment decision	• Evidence from a range of assessments is checked for consistency across the dimensions of competency • Evidence is checked against the key competencies • Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon
BSZ403A/03	Report review findings	• Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes • Records are evaluated to determine whether the needs of appropriate personnel have been met • Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

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RANGE OF VARIABLES

Assessment system may be developed by:

- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above.
- The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, renumeration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

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
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)

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- 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.

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 yetcompetent
- 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

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- 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 judgments.

Allowable adjustments may include:

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Assessment environment and resources to be considered

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.

EVIDENCE GUIDE

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.

Interdependent assessment of units:
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills
- Knowledge of the review process established by the industry, enterprise or training organisation
- Knowledge of evaluation methodologies relevant to the assessment context
- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements

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- Knowledge of relevant organisational policies and procedures of the workplace and/or job roll
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Skills in the application of various assessment methods/tools in a relevant workplace context
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:

– read and interpret review procedures
– participate in discussions and listen strategically to evaluate information critically
– gather, select and organise findings from a number of sources
– document findings in summary form, graphs or tables
– present findings in a short report to relevant personnel
– make recommendations based on findings
– determine cost effectiveness

- Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications:

- Access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms.
- Access to assessment decisions, relevant workplace equipment, appropriate personnel.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

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UNIT BSZ404A: TRAIN SMALL GROUPS

This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ404A/01	Prepare for training	• Specific needs for training are identified and confirmed through consultation with appropriate personnel • Training objectives are matched to identified competency development needs • Training approaches are planned and documented
BSZ404A/02	Deliver training	• Training is conducted in a safe and accessible environment • Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources • Strategies and techniques are employed which facilitate the learning process • Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s) • A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)
BSZ404A/03	Provide opportunities for practices	• Practice opportunities are provided to ensure that the participant achieves the components of competency • Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants
BSZ404A/04	Review training	• Participants are encouraged to self evaluate performance and identify areas for improvement • Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance • Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives • Training details are recorded according to enterprise and legislative requirements • Results of evaluation are used to guide further training

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures.

Appropriate personnel may include:

- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above.

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents.

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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.

Strategies and techniques may include:
- active listening
- targeted questioning
- points of clarification
- group discussions.

EVIDENCE GUIDE

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).

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:

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- intended training outcomes
- competencies to be achieved
- on and/or off the job practice opportunities
- benefits of practices
- learning activities and tasks
- assessment tasks and requirements

- How constructive feedback was provided to training participant about progress toward competency to be acquired
- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form

Interdependent assessment of units
This unit may be assessed in conjunction with other units that form part of a job function.

Required knowledge and skills:

- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (eg OHS and EEO) and any relevant legislative or regulatory requirements
- Correct use of equipment, and anyother processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:

- conduct discussions and ask probing questions to review the training
- gather information (in spoken or written form) for review purposes
- make verbal recommendations for delivery of future training
- adjust language to suit target audience (training participant/appropriate personnel)
- complete records on training
- provide verbal feedback & report on training outcomes
- follow and model examples of written texts
- promote training in verbal or written form

- Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

Resource implications
Access to records system for training, information, and training participants and supervisory staff (where appropriate).

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

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UNIT BSZ405A: PLAN AND PROMOTE A TRAINING PROGRAM

This unit covers the requirement for persons to plan a training program. This involves the identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ405A/01	Identify the competency needs	• 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 • Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel • Gaps between the required competencies and current competencies of the target group are determined • Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods
BSZ405A/02	Document training program requirements	• 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 • Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies • Available training programs and resources are customised to meet specific client needs, where required • Appropriate grouping of activities is identified to support formative and summative assessments • 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 • Methods of supporting and guiding participants within the target group are identified and specified
BSZ405A/03	Identify program resources	• Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants' characteristics are allocated • Safe and accessible training environment are identified and arranged to support the development of competencies • Arrangements are made with personnel required to support the training program • A register of training resources is maintained and held in an accessible form
BSZ405A/04	Promote training	• Advice on the development of the training program is provided to appropriate personnel • Information on planned training events is made widely available, utilising a variety of methods • Promotional activities are monitored for effectiveness in

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collaboration with the client and appropriate personnel

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

Training program:

- A collection of training activities to develop competencies of a target group.

Clients provide the approvals for expenditure of training resources. Target group may include:

– employee groups (eg particular classification or work area, female employees)
– groups or individuals with special training and/or recognition needs.

Training may be:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi-site operation.

Clients may include:

- a department/division
- a work area
- an enterprise or organisation.

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Information on the required competencies may be collected from:

- industry/enterprise competency standards
- licensing requirements

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- 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
- enterprise training packages
- agreed curriculum
- international standards.

Target group competencies may be identified by:

- matching enterprise/client needs to available national industry training packages
- reports on assessment of competencies
- enterprise training and assessment record keeping system
- self, peer or supervisor reports.

Appropriate personnel may include:

- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical and subject experts including, language, literacy, numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments State/Territory Training/Recognition Authorities
- assessment / training partners
- trainers/teachers and assessors.

Training program delivery may involve:

- enterprise workplace based delivery
- training provider based delivery
- community based delivery
- school based delivery
- international programs
- combination of the above.

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

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Variables for achieving competency may include:
- characteristics of training participants
- resources (time, location , space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods may include:

- face to face
- distance learning
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion)
- mentoring
- active learning
- coaching.

Training support may include:

- technical experts (including particular subject and language and literacy specialists)
- equipment
- team leaders/supervisors/managers/employers
- enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators.

Training materials may include:
- non-endorsed components of a training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation
- specific language, literacy and numeracy support material.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of client, target group and appropriate personnel
- Analysis of training needs of target group
- Documentation on consultations with appropriate personnel throughout the program development phase
- Outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals
- Documentation on training resources and any other requirements for the training program.

Assessment requires evidence of the following processes to be provided:

- How client, target group and appropriate personnel were identified
- How required competencies were determined to meet the client needs
- Why there is a need for training as opposed to other non-training alternatives
- How the need for training was verified with appropriate personnel
- How appropriate personnel approved training program resources

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- How language, literacy and numeracy issues were taken into consideration in the planning process.

Interdependent assessment of units:

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

- Understanding Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Relevant competency standards, including industry or enterprise standards of performance
- Relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements(eg 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.

Resource implications
Access to target group, potential opportunities to identify training needs of a target group, relevant competencies or other standards of performance and resources.

Consistency in performance may include

Competency in this unit needs to be assessed over a period of time and in a range of contexts, and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ406A: PLAN A SERIES OF TRAINING SESSIONS

This unit covers the requirement for persons who implement a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ406A/01	Identify training requirements	• Current competencies of the target group are identified • Relevant training package documentation or approved training course documentation is obtained where applicable • Qualification requirements, competencies and/or other performance standards to be attained are interpreted • Training requirements are identified from the gap between the required competencies and the current competencies of the target group • Training requirements are confirmed with appropriate personnel
BSZ406A/02	Develop outlines of training sessions	• The training program goals, outcomes, performance and underpinning knowledge requirements are identified • The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed • A range of training delivery methods are identified which are appropriate for: – the competencies to be achieved – training program's goals – characteristics of training participants – language, literacy and numeracy skill level of training participants – availability of equipment and resources – Industry/enterprise contexts and requirements • Training session outlines are mapped against required competencies and deficiencies are identified and addressed • Special requirements for resources, particular practice requirements and training experiences are documented • Methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified
BSZ406A/03	Develop training materials	• 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 • Existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery setting • Instructions for use of learning materials and any required equipment are provided • Copyright laws are observed • Training resource costs are identified and approvals are obtained from appropriate personnel • Documentation, resources and materials developed or used are clear and comprehensible

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BSZ406A/04 Develop training sessions

- Training session plans are developed to meet the goals of the training program
- Training session plans specify session planned outcomes
- Opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice
- Session plans identify delivery methods which are appropriate for:
  - the competency to be achieved
  - training program's goals
  - training participants' characteristics
  - language, literacy and numeracy skill level of training participants
  - learning resources and facilities to be used
  - equipment and consumable resources available
  - industry/enterprise/workplace contexts and requirements
  - each outlined training session
- Training sessions are designed to measure participant progress towards the program goals
- Sequence and timing of the training sessions are documented

BSZ406A/05 Arrange resources

- Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel
- Appropriate training locations are identified and arranged
- Arrangements are made with (any) additional personnel required to support the training program
- The training environment arranged is safe, accessible and suitable for the acquisition of the identified competencies

Learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	3

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RANGE OF VARIABLES

Training program may include:

- A collection of training activities to meet competency requirements and target group and client needs. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:
  - employee groups (eg particular classification or work area, female employees)
  - groups or individuals with special training and/or recognition needs.

Training may be conducted:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi site operation
- in a work environment.

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical /subject experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- language, literacy, numeracy specialists
- assessment/training partners.

Training programs may be based on:

- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs.

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.

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Training programs may involve:

- enterprise based delivery
- provider based delivery
  - fee for service
  - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above.

Characteristics of participants include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster.

Variables for achieving competency include:

- characteristics of training participants
- resources (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 (eg audio or video conferencing, computer assisted, discussion).

Materials may include:

- non-endorsed components of an industry training package
- work books
- language, literacy and numeracy support/integrated training materials
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Training support may include:

- technical and subject experts
- language and literacy specialists
- team leaders/supervisors/managers/employers

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- 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

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

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- How/why training delivery was modified
- How language, literacy and numeracy issues were taken into consideration in the planning process.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

- Assessment and Workplace Training Competency Standards
- Relevant competency standards, including industry or enterprise standards of performance
- Relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements
- Competency in unit(s) of competency relevant to the training program
- Principles of adult learning and competency based training
- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Appropriate methods of analysis and planning
- Sources of assistance for participants requiring language or other particular training support
- Planning own work, including predicting consequences and identifying improvements
- Language, literacy and numeracy skills to:
  - collect, summarise and interpret relevant information to plan a series of programs
  - communicate in spoken and written form with a range of people in specified training context
  - adjust spoken and written language to suit audience
  - prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
  - calculate and estimate costs, time and length of training sessions
- Awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- Application of cultural understanding in the context of training and assessment

Resource implications
Access to target group, competency training program including relevant standards and resources.

Consistency in performance may include
Competency in this unit needs to be assessed over a period of time, on multiple occasions, and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ401A: PLAN ASSESSMENT

This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ401A/01	Establish evidence required for a specific context	• The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context • Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required • Specified evidence requirements: assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current • Sufficient evidence is specified to show consistent achievement of the specified standards • The cost of gathering the required evidence is established
BSZ401A/02	Establish suitable assessment method(s)	• Assessment methods are selected which are appropriate for gathering the type and amount of evidence required • Opportunities to consolidate evidence gathering activities are identified • Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed
BSZ401A/03	Develop assessment tools appropriate to a specific assessment context	• An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context • The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context • Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed • The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur

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BSZ401A/04	Trial assessment procedure	• Assessment methods and tools are trialled with an appropriate sample of people to be assessed • Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration • Appropriate adjustments are made to improve the assessment method and tools in light of the trial • Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	3
Working with others and in teams	2

RANGE OF VARIABLES

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 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
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

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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 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 many 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.

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/materialsto 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.

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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 relating 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
- 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 judgments.

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 (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg 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

Critical aspects of evidence

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

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- How the assessment tool was developed for the specified context
- How the assessment tool was validated and ratified by appropriate personnel.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills
- Knowledge of 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 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).

Resource implications

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- Access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel.

Consistency in performance
- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
- Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.

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UNIT BSZ408A: REVIEW TRAINING

This unit covers the requirements of persons to record training data and review training.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ408A/01	Record training data	• Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored • 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
BSZ408A/02	Evaluate training	• Training is evaluated against identified needs and goals of the training program • Feedback on the training program is sought from training participants and appropriate personnel • Training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions • Trainer's performance is reviewed against: – program goals – the Assessment and Workplace Training Competency Standards – training participants' comments – training participants' competency attainment • Results of the evaluation are used to improve current and future training • Suggestions are made for improving any aspect of the recording procedure
BSZ408A/03	Report on training	• Reports on outcomes of the training sessions are developed and distributed to appropriate personnel

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

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RANGE OF VARIABLES

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 (eg particular classification or work area, female employees)
  - groups or individuals with special training and or recognition needs.

Training may be:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being developed and/or assessed
- in a single site ora multi site operation
- a combination of the above.

Clients may include:

- a department/division
- a work area
- an enterprise or organisation.

Client needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

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

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- verbal
- combination of the above.

Training evaluation may include:

- affective (eg. satisfaction with the program)
- cognitive (eg. knowledge or skill gain)
- performance or behaviour (eg. absenteeism from work, productivity)

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts (eg language and literacy coordinators)
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- state/territory training/recognition authorities.

Record systems may be:

- paper based
- computer based systems using magnetic or optical storage
- combination of both paper and computer based systems.

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.

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Training delivery methods:

- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion).

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Training support may come from:

- 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

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

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- How records are maintained, kept confidential and secured.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills:

- Assessment and Workplace Training Competency Standards
- Relevant competency standards, including industry or enterprise standards of performance
- Legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context.
- Policies and procedures relating to the organisation's training system including those requirements for recording and maintaining confidential, secure and accurate records
- Evaluation and review methodolgies 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.

Resource implications:

Access to training record systems, programs, and appropriate personnel.

Opportunities to discuss training outcomes with appropriate personnel. Access to unit(s) of competency to be assessed, relevant training programs and materials and resources for the development of training arrangements.

Consistency in performance may include:

Competency in this unit needs to be assessed over a period of time, in a range of contexts on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment should occur on the job or in a simulated workplace.

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UNIT BSZ508A: DESIGN TRAINING COURSES

This unit covers the requirements and responsibilities for designing training courses as part of a training system to meet client identified outcomes and where appropriate, receive formal recognition.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ508A/01	Determine the need for a course	• Stakeholders are identified and consulted to establish training aims and requirements • Course proposal is outlined in terms of stakeholders aims • Relevant endorsed training packages and curriculum are sourced and assessed for relevance to course proposal • Any licensing/regulatory or government policies relevant to the course proposal are identified • Potential employment markets and career opportunities for training participants are recorded and documented • Results of monitoring activities for related courses are sourced and analysed, where appropriate
BSZ508A/02	Identify the learner profile	• Potential learners are identified • Profiles of learners on entry to the course are developed and learner profiles are examined to determine language and literacy requirements
BSZ508A/03	Develop course structure	• Core and elective units/modules are identified • The relationship between units of competence/modules and course outcomes is documented • Entry and exit points are identified and documented • Prerequisites for the course and for specific units/modules within the course are identified and documented
BSZ508A/04	Determine the training and assessment requirements	• The professional development and competency requirements of trainers and assessors are identified in consultation with appropriate personnel • The trainer and assessor requirements are checked for consistency with industry/training package assessment guidelines, where appropriate • Essential learning resources, materials, facilities, equipment and human resources are identified
BSZ508A/05	Define the training content	• The competencies to be acquired by learners are clearly specified • Entry level competencies are identified and documented • Requirements for on the job training or assessment are identified and documented • Appropriate evidence and assessment methods are identified and documented
BSZ508A/07	Identify career/educational pathways	• Course entry and exit points are linked to occupational and educational opportunities

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		• Articulation points with higher or related qualifications are identified, negotiated with course owners and documented
BSZ508A/06	Develop course monitoring arrangements	• Mechanisms for ongoing course monitoring are negotiated, agreed and documented in consultation with appropriate personnel • Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise competency standards and learner needs are defined and documented

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Stakeholders and relevant parties may include

- professional associations
- employer associations
- union/employee associations
- secondary, TAFE/VET and higher education sector representatives
- potential learners
- trainers/teachers
- regulatory authorities
- partner organisations
- enterprise(s)/organisation(s)
- industry training advisory bodies
- industry sector
- government bodies
- community sector.

Licensing, regulatory and government policies may include

- qualifications framework and regulations for issuing statements of attainment, qualifications
- relevant equal employment opportunity and anti-discrimination legislation, regulations and policies
- relevant licensing or accreditation arrangements
- relevant policies or agreement(s) on any of the following:

- purposes of training and assessment
- human resource management issues

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- what and who is to be trained/ assessed
- timing of training/ assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing.

A training course proposal may include
- stakeholder(s) aims and objectives
- course outcomes
- identified learners
- career and educational pathways
- scope and need for course.

A training course may include:

- suite of training programs (or modules)
- courses may be designed and documented (curriculum) to:-
  - meet a whole or part qualification in a training package
  - be submitted for formal recognition
  - meet industry/enterprise competency standards
- meet stakeholder aims and objectives.

Learner profiles might include:
- generic or technical competencies of potential clients
- relevant prior learning (formal and informal) and employment
- language, literacy and numeracy skills.

Course outcomes may include:

- qualifications
- units of competence
- learning outcomes (module/program outcomes)
- satisfaction of requirements for
  - licensing
  - memberships of professional associations
  - further education opportunities
  - employment.

Course monitoring arrangements may include:
- panel of external evaluators
- feedback from learners - during and after course delivery
- survey responses from industry/enterprises about the course outcomes
- moderation mechanisms of assessment decisions
- conduct of regular internal and external reviews
- sampling and evaluation of competencies
- networking of trainers and assessors involved in course implementation.

Appropriate personnel may include:
- support personnel (administration)
- technical experts (eg. language and literacy specialists)
- supervisors/managers

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- assessment/training personnel
- other training organisations (partners)
- existing and former learners.

Course requirements

- entry requirements may include
– pre requisite competencies
– access to the workplace.

- training requirements may include
– job placement
– field placement
– access to specialist equipment and facilities
– minimum competencies to be held by trainers.
- assessment requirements may include:
– minimum competencies to be held by assessors
– assessment conditions including location, timing and access to resources.

Sources of information / documents may include:

- performance standards which may include:
– industry/enterprise competency standards
– licensing requirements
– job descriptions
– standard operating procedures.
- conditions of service, legislation and industrial agreements including:
– workplace agreements and awards
– occupational health & safety procedures.

- applicable State, Territory, Commonwealth legislation and related regulations concerning:
  - occupational health & safety in terms of duties of employers, employees, suppliers and contractors
  - workplace relations
  - workers compensation
  - equal opportunity, anti-discrimination and affirmative action.

EVIDENCE GUIDE

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

- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms
- Description of career pathways, including qualification entry and exit points.

Assessment requires evidence of the following processes to be provided:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched
- How the course monitoring arrangements were developed.

Interdependent assessment of units

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This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

- Knowledge of mechanisms to implement relevant access and equity principles
- Knowledge of relevant training packages, competency and other performance standards to course proposal
- Knowledge of accreditation and any licensing or regulatory requirements
- Knowledge of course monitoring mechanisms
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel.
- Skills in planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace
- Skills in applying OHS and other workplace policies and procedures and any related legislation or regulatory requirements

Resource implications
Access to stakeholders, information and resources to meet the required skills and knowledge and to develop course proposal, course documentation and course monitoring mechanisms.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ502A: DESIGN AND ESTABLISH THE TRAINING SYSTEM

This unit covers the requirements for a person to design and establish a training system.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ502A/01	Determine boundaries of the training	• Services are determined and established through consultation with the client and stakeholders and a training policy documented • Stakeholder relationships are maintained through a range of communication mechanisms and the establishment of a service support structure • The financial, physical and human resources available to support the system are identified within agreed quality assurance procedures
BSZ502A/02	Determine training system features	• The key operational features and constraints of the training system are determined in consultation with stakeholders • The key operational features of the system are verified with appropriate personnel and clients and the agreed features of the system are documented
BSZ502A/03	Match needs with resources	• The expertise and roles of internal and external individuals and organisations/partners are identified • A budget, detailing development costs, implementation and maintenance costs of the proposed system, is developed, including partner organisations, if applicable
BSZ502A/04	Design and develop a training records system	• The record keeping system is designed to allow easy tracking of training participants progress as well as other agreed features • The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, easy to administer and update • The record keeping system is developed to allow for appropriate quality assurance requirements and verified for compliance with accepted enterprise/ industry procedures for record keeping and legislative requirements • The record keeping system is designed and verified to allow for fair and consistent responses to grievances • The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met
BSZ502A/05	Establish procedures for the review of training	• Review procedures are developed and documented in consultation with stakeholders

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BSZ502A/06	Select and provide for training of system users	• The required mix of personnel and competencies to implement the training system are identified • Appropriate training strategies are identified modified or developed for trainers and other personnel involved in the training system to acquire competencies • The training programs selected or developed for assessors and trainers are verified to meet the Assessment and Workplace Training Competency Standards and other relevant competency standards
BSZ502A/07	Establish quality assurance procedures	• A quality assurance team or committee is established in consultation with appropriate personnel • Quality assurance procedures, including verification processes are developed in consultation with appropriate personnel • The verification processes involves a representative sample of training activities and makes effective use of resources • The quality assurance procedures are trialled for fairness, efficiency and effectiveness • The quality assurance procedures are documented and distributed to trainers and other appropriate personnel • Procedures are established to determine the level of compliance with the training system

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Clients' needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements.

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Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Partners may include:

- public/private/community training providers
- schools
- universities
- enterprises
- industry organisations
- international organisations
- government agencies
- community organisations
- individuals including technical experts, training and/or assessment specialists.

Key operational features may include:

- the purpose of the training and the relevant competency outcomes of the training
- competencies and certification required of trainers
- record keeping system requirements, procedures and policies
- training context requirements and procedures to match identified competencies
- characteristics of training participants
- any allowable adjustments to the training methods for training participants
- access and equity considerations
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for recognition of competencies
- partnership arrangements
- location of training
- the review and evaluation process including quality assurance procedures
- allocation of costs/fees (if applicable)
- marketing/promotion of system.

Operational constraints may include:

- time available
- relative cost implications
- budgetary constraints
- geographical and resource constraints
- availability of stakeholders and other personnel.

Purpose of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

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Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience with topic
- learning styles
- work/family commitments
- reasons for undertaking training.

Record system may be:

- paper based system, such as forms or checklists
- computer-based system using magnetic or optical storage
- or a combination of both paper and computer-based system.

NB-statutory and government regulations for maintaining records may vary.

Quality assurance procedures may include:

- conduct of regular internal and external reviews (person(s) being trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system.

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

Policy may include:

- purposes of training
- industrial relations issues
- what and who is to be trained
- timing of training
- links with other human resources functions
- appeal/review mechanisms

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- criteria for making decisions of competent, or not yet competent
- number of trainers
- allowable adjustments to training /assessment to suit characteristics of training participants
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing arrangements
- qualifications.

EVIDENCE GUIDE

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

- Training policy
- Description of the client and stakeholders
- Documentation on the features of the training system
- Report on sources of information researched to determine training system
- Summary of available financial, physical and human resources
- Analysis of possible constraints for training implementation
- Report of the design, development, maintenance and security of the record keeping system
- Documented review procedures for training system
- Description of selection criteria and training programs for trainers and other personnel involved in the training system
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided:

- How stakeholders were consulted and agreement was reached on operational features and quality assurance procedures
- How the following criteria were incorporated in the training system:
  - fairness, equity and accessibility of the training system
  - security and access requirements of the record keeping system
  - selection criteria for training personnel
  - selection and training of training personnel
  - feasibility, cost effectiveness and practicability of training system
  - review procedures, currency of records
  - currency of records
- How and why information needed in the development of the training system was sourced
- How the resources needed were researched and availability confirmed
- How the features of the training system, implementation plan and quality assurance procedures were verified.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills:

- Language and literacy skills to comprehend sources of information and to prepare required documentation
- Familiarity with relevant industry/enterprise competency or performance standards
- Analysis of competencies to determine appropriate training system requirements
- Knowledge of quality assurance methodology
- Knowledge of record keeping systems, particularly those related to training
- Knowledge of compliance requirements for copyright and other regulatory requirements
- Knowledge of client work systems and equipment.
- Identification and correct use of equipment, processes and procedures:

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- Knowledge of review/evaluation methodology, particularly as it relates to training
- Planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace.

Resource implications

Access to clients, sources of information and resources for the development of a training system.

Consistency in performance

- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

- Assessment may occur on the job or simulated workplace.

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UNIT BSZ503A: DESIGN AND ESTABLISH THE ASSESSMENT SYSTEM

This unit covers the requirements for a person to design and establish an assessment system.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ503A/01	Determine client needs	• The needs of the client are identified • Client services are determined and established to stakeholders' satisfaction • Stakeholder relationships are maintained through a range of communication mechanisms • A service support structure is established and made known to clients
BSZ503A/02	Determine assessment boundaries	• The purpose(s) of the assessment system is established through consultation with the client and other stakeholders • A policy document is developed in consultation with stakeholders and clients • The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures are identified • The system is verified to take into account the realities and constraints of particular contexts
BSZ503A/03	Establish assessment system features	• The key operational features of the system are determined in consultation with stakeholders • The key operational features of the system are verified for fairness, equity and access with appropriate personnel and agreed features documented
BSZ503A/04	Match needs with resources	• Applicable competency standards or other performance standards are identified • The expertise and roles of internal and external individuals and organisations/partners are identified • A budget, detailing development costs, implementation and maintenance costs of the proposed assessment system, is developed in consultation with appropriate personnel, including partner organisations, if applicable
BSZ503A/05	Design and develop record system	• A record keeping system is designed which is secure, confidential and easy to administer, yet allows the storage of complex or detailed information • The record keeping system is designed to allow easy tracking of persons' progress towards the attainment of qualifications, units of competency or of learning outcomes • The record keeping system is verified to allow for appropriate certification requirements, where relevant • Adherence to legislative requirements and procedures are established which enable the record keeping system to be updated with ease when required

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		• The record keeping system is verified for consistency with accepted enterprise / industry procedures for record keeping
BSZ503A/06	Establish procedures for the review of assessment	• Review procedures are designed consultation with stakeholders and verified to allow for fair and consistent responses to grievances • Review procedures are designed to ensure that relevant legislative and regulatory requirements are met
BSZ503A/07	Select and provide for training and support of assessors	• Selection criteria for assessors is established in consultation with appropriate personnel • Appropriate training strategies or programs for assessors to acquire or update competencies are identified, modified or developed • Training programs selected or developed for assessors are verified to meet the Assessment and Workplace Training Competency Standards and other required competencies
BSZ503A/08	Establish quality assurance procedures	• A quality assurance team or committee is established in consultation with system stakeholders • Quality assurance procedures, including verification processes are developed in consultation with system stakeholders • The verification processes involve a representative sample of assessment activities and make effective use of resources • The quality assurance procedures are trialled for fairness, efficiency and effectiveness • The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel • Procedures are established to determine the level of compliance with the assessment system

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3

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RANGE OF VARIABLES

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Key operational features may include:

- the purpose of the assessment(s)
- competencies and certification required of assessors
- record keeping procedures and policies
- evidence requirements and procedures
- selected/appropriate assessment methods
- characteristics of persons being assessed
- any allowable adjustments to the assessment methods to meet characteristics of persons being assessed
- access and equity considerations
- the appeal mechanisms and procedures
- the review and evaluation process
- the link with qualifications/awards, employee classification, remuneration and progression
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for the issuing of qualifications or statements of attainment and for recognising and recording current competencies
- partnership arrangements
- location of assessment
- quality assurance procedures
- allocation of costs/fees (if applicable)
- marketing/promotion of system.

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employees' competency for the purpose of career advancement
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

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Operational constraints may include:
- time available
- relative cost
- availability of stakeholders and other personnel
- budgetary constraints
- geographical and resource constraints.

Quality assurance procedures may include may include:
- conduct of regular internal and external reviews (persons being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system.

Sources of information may include:
- industry/enterprise competency standards,
- training packages
- curriculum and other training program information
- licensing requirements
- job descriptions
- discussions with client group
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- standard operating procedures
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports.

Policy may include:
- purposes of assessment
- human resource management issues
- what and who is to be assessed
- timing of assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation.

Characteristics of persons being assessed may include:
- language, literacy and numeracy needs
- cultural, educational and general knowledge background
- gender
- physical ability
- level of confidence
- age
- previous experience with the topic
- experience in assessment.

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Record system may include:
- paper-based system, such as forms on checklists
- computer-based system using magnetic or optical storage
- combination of both paper and computer-based system.

NB- statutory and government regulations for maintaining records may vary

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:
- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided:
- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills
- Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Knowledge of relevant industry/enterprise competency or performance standards
- Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Knowledge of record keeping systems particularly related to assessment
- Knowledge of quality assurance methodology
- Knowledge of compliance with requirements for copyright and other regulatory requirements
- Knowledge of client work systems and equipment
- Identification and correct use of equipment, processes and procedures
- Knowledge of review/evaluation methodology, particularly as it relates to assessment.

Resource implications

Access to relevant clients, stakeholders and sources of information required to address required skills and knowledge and to design and establish an assessment system.

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Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ504A: MANAGE THE TRAINING AND ASSESSMENT SYSTEM

This unit covers the requirements for persons responsible for managing a training and assessment system. The unit applies equally to those operating in assessment only or training and assessment contexts.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ504A/01	Communicate the system	• System features and procedures are documented and circulated to appropriate personnel • Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and assessment system • Recognised products and services are accurately presented to prospective clients • The contribution of training and assessment to organisational goals is reported
BSZ504A/02	Support trainers and/or assessors	• Checks are made to ensure assessors and/or trainers meet the relevant competency standards and system requirements • The training needs of trainers and/or assessors arising from their roles are identified • Procedures are developed for trainers and/or assessors to update competency, and to review and reflect on their work • Trainers and/or assessors are provided with accurate advice and ongoing support in their roles • Procedures to facilitate networking amongst trainers and assessors are established
BSZ504A/03	Manage the record keeping system	• Records are maintained for currency and adherence to government regulatory and organisational requirements • The record keeping system is maintained to ensure confidentiality and security of information • The record keeping system is reviewed and updated to meet changing technology and system requirements
BSZ504A/04	Maintain quality assurance procedures	• The quality assurance procedures are monitored against requirements, non conformities are noted and appropriate action is taken • Internal audits of the training and assessment system are undertaken, non-conformities are noted and corrective action implemented • Information from the quality assurance process is used to: enable appropriate planning, resourcing and recording arrangements identify any special requirements of persons being trained or assessed assess the training and development for trainers and assessors

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		• Validity, reliability, fairness and accuracy of the implementation of the training and assessment system is checked and reports developed
BSZ504A/05	Maintain records for audits	• Verification records are accurate and the frequency and purpose of audits are identifed • Accurate reports on audits and advisory activities are made available • Reports describe accurately whether the organisation meets the required criteria • Concerns regarding the design and implementation of training and/or assessment and the interpretation of standards are clearly and promptly reported to the auditing body • Clear recommendations for improvements to training and assessment practices, training and assessment system and infrastructure requirements are developed • Identified good practice is reported clearly and accurately

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies

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- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities.

Purposes of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

Purpose of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

System may be developed by:

- the industry
- the enterprise
- the training organisation
- a combination of the above.

Policies may include:

- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments
- links with human resource functions
- evidence types
- assessment methods
- record keeping requirements
- recognition of current competencies/recognitionof prior learning
- development costs and resources
- evaluation.

Operational constraints may include:

- time available for the development of competencies
- relative cost of information gathering strategies
- availability of stakeholders for review and feedback.

Quality assurance procedures may include:

- conduct of regular internal and external reviews (person(s) being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies

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- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

The auditing body may be State/Territory Training/Recognition Authority.

Sources of information may include:
- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

EVIDENCE GUIDE

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

- Records which are current and meet legislative, industry/enterprise requirements
- A record keeping system which maintains confidentiality, is secure and effectively uses appropriate technology
- Documentation used to inform all appropriate personnel about the training and assessment system
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance
- Documentation on the implementation of quality assurance procedures, including
  - moderation and monitoring of training and assessment decisions
  - an appeal procedure for assessment decisions
  - conduct of regular internal or external reviews and evaluation
  - sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness tocheck their fairness and accuracy
  - modifications of the system based on evaluations and reviews
  - referral of any recommended changes/modifications to the system.

Assessment requires evidence of the following processes to be provided:

- How opportunities are provided for trainers and assessors to practice and maintain current competency
- How the security and confidentiality of records are maintained
- How support is given to the implementation of quality assurance procedures
- How networking is achieved amongst trainers and assessors
- How the quality assurance procedures are implemented
- Why particular procedures were chosen for internal/external review of the training and assessment system
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review
- How the record keeping system is maintained including how it meets legislative and organisational requirements
- Why professional developmentstrategies were chosen for trainers and assessors and how they were circulated and promoted.

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Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

- Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Knowledge of relevant industry/enterprise competency or performance standards
- Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Knowledge of quality assurance methodology
- Knowledge of compliance with requirements for copyright and other regulatory requirements
- Knowledge and application of audit procedures as they relate to training and assessment systems
- Focus of operation of work systems and equipment
- Identification and correct use of equipment, processes and procedures
- Planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace.

Resource implications

Access to a training and assessment system and relevant information and resources on management and review procedures.

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts, and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ505A: EVALUATE THE TRAINING AND ASSESSMENT SYSTEM

This unit covers the requirements for a person to evaluate an external or internal training and assessment system.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ505A/01	Plan a system evaluation	• The purpose and role of the evaluation is identified and confirmed with client and stakeholders • The system is defined in terms of location, purpose, and personnel • The needs of the stakeholders of the system are identified and prioritised • The necessary resources for the evaluation are identified, obtained or developed • The evaluation plan is agreed to by stakeholders including: responsibility of appropriate personnel for conducting and participating in evaluations evaluation criteria responsibilities for implementation of the evaluation plans means of protection of participants agreement for data collection, storage and retrieval procedures for editing and disseminating reports agreement of the financing the evaluation • The evidence required for making decisions of system improvement is established • Evidence gathering instruments, procedures are sources of information are identified, developed and validated for reliability and validity • Cost effective methods utilising an appropriate evaluation model are linked to the purpose of the evaluation
BSZ505A/02	Conduct the evaluation	• Evidence is collected in accordance with agreed evaluation procedures • The evidence is interpreted at the individual and aggregate levels and strengths and weaknesses of the system are identified
BSZ505A/03	Report on evaluation findings	• The differing communication needs of the stakeholders are identified • A range of report formats on the evaluation are prepared to meet the differing needs of stakeholders
BSZ505A/04	Develop intervention strategies	• Key components of the changes required are identified, constraints determined and resources required for implementation determined • A review process for monitoring and evaluating both the change and its effect is determined

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements.

Purposes of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

Purposes of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

System may be developed by:

- the industry
- the enterprise
- the training organisation
- a combination of the above.

Policies may include:

- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments

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- links with human resource functions
- evidence types
- assessment methods
- record keeping requirements
- recognition of current competencies/recognition of prior learning
- development costs and resources
- evaluation.

Stakeholders may include:
- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/supervisors
- managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Operational constraints may include:
- time, resources and locations available
- cost of evidence gathering strategies
- availability of stakeholders for review and feedback
- government, organisational, industry requirements and procedures.

Evaluation methodology and report may include:
Selection of appropriate evaluation models including:
- Stake model
- Stufflebeam (CIPP) model
- Scriven model
- Ethnographic model
- Action research model
- The Portrayal approach.

Types of evidence to be collected may include:
- affective (eg satisfaction with the program)
- cognitive (eg. knowledge or skill gain)
- performance or behaviour (eg. quality of work, productivity).

Resources may include:
- human personnel required to carry out the evaluation
- physical resources (equipment, materials/documents, facilities, assessment tools)
- financial amounts
- in-kind services
- space, location.

Report Formats may include:
- written reports
- oral presentations
- audio visual reports.

Evidence gathering instruments and procedures may include:
- survey instruments (delphi, questionnaires, diaries, logs, attitude scales, diagnostics)
- interview schedules and records
- observations.

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Validating the data gathering process may include:
- detailing what is to be measured
- assessing the capacity of the instrument to collect sufficient, valid, reliable and current information
- detailing how the instrument or procedure is administered, scored and interpreted in the particular evaluation
- presenting both qualitative and quantitative evidence that justifies the use of the particular instrument or procedure
- defending the validity of the use and interpretation of the information provided by the instrument or procedure.

Summarising quantitative information may involve:
- charts
- tables
- reports
- videos
- oral presentations
- development of visual presentations including computer generated visuals and overhead transparencies.

Sources of information may include:
- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:
- Description of client and stakeholders
- Evaluation plan
- List and review of information relevant to evaluation
- Description of evaluation method selected
- Evidence gathering instruments and procedures
- Evaluation report, including any proposed changes.

Assessment requires evidence of the following processes to be provided:
- How client, stakeholders were identified
- Why the evaluation of the system was proposed
- How the evaluation plan was developed and confirmed with client and stakeholders
- Why particular evaluation model and evidence gathering instruments were selected
- How the evaluation was conducted
- How the evaluation report was drafted and confirmed with client and stakeholders
- How any changes to the system are to be implemented.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

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Required knowledge and skills

- Knowledge of program evaluation models
- Skills in applying evaluation models
- Skills in validating evaluation procedures
- Planning own work including predicting consequences and identifying improvements
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret information relevant with the unit and communicate with client, stakeholders and others.
- Application of cultural understanding in the workplace
- Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements.

Resource implications

Access to clients, stakeholders, information and resources needed to address the required skills and knowledge and to conduct an evaluation of a training and assessment system.

Consistency in performance

- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ506A: DEVELOP ASSESSMENT PROCEDURES

This unit covers the requirements for developing an assessment procedure for a target group, including determining evidence requirements and selecting appropriate assessment methods to be used by assessors.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ506A/01	Establish evidence requirements	• The purpose of the assessment and the target group to be assessed is identified and confirmed with stakeholders • The type of evidence required to infer competency is established and the process of interpreting and recording the evidence is established and documented • Evidence requirements are specified to assure coverage of the key components of competency • Evidence requirements are specified to assure: – validity – currency – authenticity – sufficiency • Where additional levels of competence are used, criteria for making judgements for different levels of competency are defined • Links to existing relevant assessment system(s) are defined, including: – recording and reporting requirements – appropriate personnel and requirements for receiving information about the assessment – appeal process – quality assurance mechanisms • Any additional review mechanisms are identified and documented • The reporting formats for the assessment process and recording of outcomes are designed • The development, implementation and review costs of the assessment procedure are estimated
BSZ506A/02	Identify assessment methods	• The context and location of assessments are described and specified • The facilities and physical resources needed to conduct assessments are identified and documented • A range of assessment methods for gathering evidence in relation to the competencies to be assessed are evaluated for: – type and amount of evidence required – validity – reliability – fairness – cost effectiveness – administration ease – the characteristics of the target group • The number of assessors and any required supports to implement the assessment process is determined • The instructions for the persons being assessed are drafted • The assessment method(s) to be used are selected and allowable adjustments are proposed to cater for characteristics of persons being assessed

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		• The required evidence of competency to be demonstrated or supplied by the persons being assessed • The instructions for interpreting the evidence and making a decision of competence are documented • Descriptions of likely performances are established and verified with appropriate personnel • Other related competencies are identified for inferring full or partial competence from the evidence gathered • The rules for verifying assessment decisions are determined • Any limits, variations or restrictions on the assessment tools are specified
BSZ506A/03	Identify potential available assessment tools	• Available assessment tools appropriate to evidence required to infer competency are identified and evaluated in relation to applicability for the: – characteristics of persons being assessed – assessment contexts – assessors • A panel of specialists is convened to critique tools for: – reliability – validity – fairness – relevance to the workplace context – content accuracy – ease of use – cost effectiveness – appropriateness of language – avoidance of bias • Adjustments to the tools and methods are made to ensure applicability to the context, competencies and characteristics of persons being assessed
BSZ506A/04	Trial the assessment methods and tools	• The tools and assessment method are trialled with a sample from the target group • Allowable adjustments to the assessment method and tools are drafted • Assessors (if required) are trained to administer the assessment tools in a consistent manner • The assessments tools and methods are administered to the target sample • Responses from the target sample and the assessors are compiled and analysed • The appropriateness of the assessment method and the ease of use and language level of the assessment tools are determined • Improvements and changes to the assessment tools are made where necessary

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BSZ506A/05	Document assessment procedures	• Any influences that may affect (bias) the assessment decision are identified and documented • Any allowable adjustments to the assessment methods and tools to meet the characteristics of persons being assessed are documented • The criteria for making decisions of competent or not yet competent are reviewed, and if necessary, adjusted • The assessment procedure(s) and administration instructions are documented

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical/subjects experts including language, literacy and numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- a trade
- community sector
- government organisation.

Purpose of assessment:

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- diagnosing performance;
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level;
- awarding a qualification;
- providing a statement of attainment;
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies.

Evidence for assessment:
Type of evidence may include:
- indirect
- direct
- supplementary
- combination of the above.

Evidence might be interpreted using a range of reference frames. These include:
- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance.

Characteristics of persons being assessed:
- language, literacy and numeracy levels
- cultural and language background
- educational background or general knowledge
- physical ability
- work organisation or roster
- age
- gender
- experience in assessment
- level of confidence, nervousness or anxiety
- previous experience with topic.

Appropriateness of evidence types may include:

- cost effectiveness

- practicability
- flexibility
- communication skills of person(s) being assessed
- assessment experience and characteristics of persons being assessed.

Assessment methods may include combinations of:
- direct observation of performance or product
- practical tasks
- projects written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements.

Allowable adjustment to assessment methods/tools may include:
- provision of support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of special equipment (eg word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers.

Specialist panel may include:
- technical specialists
- language, literacy and numeracy specialists
- assessment specialists

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- management and enterprise representatives
- industry representatives
- union/employee representatives
- potential and past candidates.

Operational constraints may include:
- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the technical area to be assessed
- availability of persons being assessed because of matters such as work organisation
- geographical location of persons being assessed.

Record systems may include:
- paper based systems
- computer-based systems using magnetic or optical storage
- combination of both paper and computer based systems.

NB: statutory and legislative requirements for maintaining records may vary in States/territories

Assessment system:
The assessment system may be developed (and endorsed) by:
- the industry
- the enterprise
- the 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
- 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
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Assessment procedure should include:
- recording procedure
- appeal/review mechanism
- assessment methods to be used
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to assessment methods and tools.

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EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- A description of the stakeholders, target group, the purpose of assessment
- A description of the competencies to be assessed, and evidence required to infer competency
- Documentation on steps taken to develop the assessment procedures, including the trialing of assessment methods and tools in accordance with performance criteria
- Documented assessment procedures.

Assessment requires evidence of the following processes to be provided:

- How the target group and stakeholders were determined and consulted
- Why particular assessment methods and tools were selected
- How assessment methods and tools were trialed
- How other persons were involved in the development of the assessment procedure including:
  - the panels of specialists that reviewed the materials - their roles and responsibilities
  - the characteristics of the candidates that piloted the tasks and provided feedback in detail
  - the characteristics of the trial sample.

Interdependent assessment of units

This unit of competency must be assessed in conjunction with unit BSZ507A.

Required knowledge and skills:

- Knowledge of relevant industry/enterprise training packages, competency or other performance standards
- Knowledge of assessment methods, their purposes and uses
- Skills in applying assessment methods and tools to elicit evidence, in a relevant context, from target group
- Knowledge in the development and modification of assessment tools for a defined group of competencies, assessment contexts and to meet the characteristics of persons being assessed
- Language and literacy skills to comprehend sources of information and to prepare required documentation
- Knowledge of compliance requirements for copyright and other regulatory requirements
- Identification and correct use of equipment, processes and procedures
- Planning own work including predicting consequences and identifying improvements.

Resource implications

Access to target group, stakeholders, competencies or other standards of performance, information and resources needed to address required knowledge and skills and for the development assessment procedures.

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ507A: DEVELOP ASSESSMENT TOOLS

This assessment unit covers the requirements for selecting, developing, validating and documenting new assessment tools to be used by assessors.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ507A/01	Identify the context for the assessment tool	• The purpose of the assessment, the target group and the competency or other standard of performance to be assessed is identified • Evidence required to infer competency is identified • Assessment methods are evaluated to establish requirements of assessment tools, particularly: resources and requirements for the assessment tools assessment location and context administration ease the characteristics of the target group • Requirements of the assessment system in relation to the assessment tools are identified: storage and security of documentation appropriate personnel and differing needs for receiving information about the assessment tools evaluation and review process quality assurance mechanisms • Development, implementation and review plans costs of the assessment tools development are estimated • A plan for the development of the assessment tools is prepared
BSZ507A/02	Draft assessment tools in accordance with plan	• Assessment tools are designed to assess the relevant competencies using appropriate: format language, numeracy requirements visual representation and where appropriate sound question and activity types media sequence of activities choice in activities • Assessment tools require the person being assessed to demonstrate the components of competency • The assessment tools are checked for the following characteristics: - reliability - validity - fairness - relevance to the workplace context - content accuracy - ease of use - cost effectiveness - avoidance of bias - testing the required scope of the competencies • Adjustments to the tools and procedures are made as required
BSZ507A/03	Develop instructions for assessment tools	• The instructions for the persons to be assessed are drafted • The instructions for administering each assessment tool

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		are drafted to include the resources needed to conduct the assessment and the context for the use of the tools • Evidence of competency to be demonstrated is documented and incorporated in the assessment tools • Allowable adjustments identified in the assessment procedures are noted and included in the instructions • The rules for verifying assessment decisions are identified and any limits, variations or restrictions on the assessment tools are specified
BSZ507A/04	Pilot the assessment tools	• The tools are piloted with a small sample selected across the range of the target group • Feed back from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools, particularly in relation to: – ease of use – language and other literacy/numeracy requirements in terms of the relevant competencies – appropriateness for the assessment context and competencies – costs/time effectiveness for candidates and assessors • Improvements and changes to the assessment tools are made where necessary
BSZ507A/05	Validate assessment tools	• An adequate sample of the target group to be assessed is selected • Assessors are trained (if required), to administer the assessment tools in a consistent manner • The assessment tools are administered to the target sample responses compiled and analysed assessment tools are modified according to the findings • Any influences that may affect (bias) the assessment decision are identified and documented
BSZ507A/06	Finalise assessment tools	• Validated and appropriately amended tools are incorporated in assessment procedure(s) • Documentation in paper and/or electronic form is filed in appropriate secure, accessible locations

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3

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Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- a trade
- a community organisation
- a government organisation.

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification
- providing a statement of attainment
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies.

Evidence for assessment may include:
Type of evidence may include:

- direct
- indirect
- supplementary
- combination of the above.

Evidence might be interpreted using a range of reference frames including:

- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance.

Appropriateness of evidence types includes:

- cost effectiveness
- practicability
- communication skills of person(s) being assessed
- assessment experience and special needs of person(s) being assessed.

Components of competency include:

- task skills
- task management skills

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- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts.

Assessment system may include:
The assessment system may be developed (and endorsed) 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 are to be made for the person beingassessed 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
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Allowable adjustment to assessment tools include:

- provision of support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of special equipment (eg word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers.

Assessment methods may include:

- direct observation of performance or product
- practical tasks
- projects
- written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements.

Operational constraints may include:

- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the vocational area to be assessed

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- availability of person(s) being assessed because of matters such as rosters, shift work
- geographical location of person(s) being assessed

EVIDENCE GUIDE

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

- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed
- A report on the piloting of the assessment tools including any changes proposed and made.

Assessment requires evidence of the following processes to be provided:

- How the target group was identified
- How the plan for the development of the assessment tools was prepared
- How the assessment tools meet the components of competency for the target group
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

Interdependent assessment of units
This unit of competency must be assessed in conjunction with BSZ506A.

Required knowledge and skills

- Knowledge of relevant training packages, competency or other standards of performance
- Knowledge of different methodology for developing assessment tools
- Skills in applying evaluation methodology particularly in relation to trialing assessment tools
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel.
- Skills in planning own work including predicting consequences and identifying improvements
- Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements
- Communication skills appropriate to the culture of the workplace.

Resource implications
Access to a target group, information and resources to meet the required skills and knowledge to development of assessment tools.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.

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UNIT BSZ407A: DELIVER TRAINING SESSIONS

This unit covers the requirements for a person to deliver training sessions as part of a training program.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ407A/01	Prepare training participants	• Training program goals and training session outcomes are explained to, and discussed with, training participants • The training program workplace applications, training activities and tasks are explained and confirmed with the training participants • Needs of training participants for competency acquisition are identified • The series of training sessions for the training program are explained to training participants • Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants • Language is adjusted to suit the training participants and strategies / techniques (eg paraphrasing and questioning) are employed to confirm understanding
BSZ407A/02	Present training session	• Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies • Presentation of training and design of learning activities emphasise and reinforce the components of competency – task skills – task management skills – contingency management skills – job/role environment skills – transfer and application of skills and knowledge to new contexts • Presentation and training delivery methods provide variety, encourage participation and reinforce competencies • Spoken language and communication strategies / techniques are used strategically to encourage participation and to achieve the outcomes of training sessions • Training sessions are reviewed and modified as necessary to meet training participants' needs
BSZ407A/03	Facilitate individual and group learning	• The requirements for the effective participation in the learning process is explained • Timely information and advice is given to training participants during training sessions • Training presentations are enhanced with the use of appropriate training resources • Clear and accurate information is presented in a sequence to foster competency development • Language is adjusted to suit training participants • 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

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		• Training equipment and materials are used in a way that enhances learning • Supplementary information is provided to enhance and clarify understanding as required by individuals or the group • Key points are summarised at appropriate times to reinforce learning • Individual learning and group dynamics are monitored and managed to achieve program goals • Language, literacy and numeracy issues are taken into account to facilitate learning by training participants
BSZ407A/04	Provide opportunities for practice and feedback	• Process, rationale and benefits of practice of competency are discussed with training participants • Practice opportunities are provided to match: – specific competencies to be achieved – context of the training program – specific outcomes of the training session • Training participants' readiness for assessment is monitored and discussed with participants • Constructive feedback and reinforcement are provided through further training and/or practice opportunities
BSZ407A/05	Review delivery of training session	• Training participants review of training delivery is sought • The delivery of training session is discussed with appropriate personnel at appropriate times • Trainer self assesses training delivery against program goals, session plans and Assessment and Workplace Training Competency Standards • The reactions of relevant personnel to the delivery are sought and discussed at appropriate times • Adjustments to delivery, presentation and training are considered and incorporated

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	3
Working with others and in teams	2

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RANGE OF VARIABLES

Training Program:

- A collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group include:
  - employee groups (eg particular classification or work area, female employees)
  - groups or individuals with special training and or recognition needs.

Appropriate personnel:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities.

Training program may be based on:

- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs.

Training programs may involve:

- enterprise based delivery
- provider based delivery
  - fee for service
  - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above.

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

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- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

Training delivery methods may include:

- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion).

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

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.

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

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- practical placements.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

Assessment requires evidence of the following processes to be provided:

- How training participants were informed of the:
  - program's goals
  - competencies to be achieved
  - training session outcomes,
  - on and/or off the job practice opportunities
  - benefits of practice
  - training activities and tasks
  - assessment tasks and requirements
- How the delivery of the training was conducted to ensure that :
  - training participants were involved in the sessions
  - language, literacy and numeracy issues were taken into consideration
- Why particular resource materials were selected
- How the characteristics of training participants were identified and addressed
- How readiness for assessment was determined and confirmed with training participants
- How constructive feedback was provided to the target group about their progress toward the program's goals
- How the group operated in terms of processes and dynamics
- How feedback from target group was received and program adjusted.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

- Knowledge of Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Relevant competency standards including industry or enterprise standards
- Relationships of competencies to industrial agreements, classification systems and the Australian Qualifications Framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements (eg 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 :
  - present information in a clear, logical and coherent manner
  - present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
  - adjust spoken and written language to suit audience

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- employ interaction strategies and techniques (eg probing questioning, active listening & constructive feedback) to encourage participation
- prepare learning resources and materials using language and layout features to suit intended audience

- Awareness of language, literacy and numeracy (LL&N) issues and principles in the context of training and assessment, including the integration of LL&N with technical training

- Communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

Resource implications

Access to training program, training session plans, requisite training locations, materials and target groups for training.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment should occur in on the job or in a simulated workplace.

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Local Government Training Package

Asset Security

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT PRSSG03A: MAINTAIN SAFETY OF PREMISES AND PERSONNEL

This unit deals with effectively managing potential safety hazards including fire alarms, emergency situations, bomb threats and building evacuations. It covers competencies required to maintain the 'safety' as distinct from 'security' aspects of premises and the subsequent impact on people.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PRSSG03A/05	Respond to bomb threat	• Bomb threat evacuation procedures initiated as per assignment instructions • Management/emergency services informed immediately • Special instructions from management or emergency services carried out • Emergency services access points kept free from obstructions • Area around identified suspect package or location isolated, evacuated and monitored as appropriate
PRSSG03A/04	Conduct evacuations	• Need to conduct evacuation determined according to assignment instructions • Instructions and explanations given clearly • Evacuation of premises carried out according to building/site evacuation plan and/or assignment instructions
PRSSG03A/03	Manage emergency situations	• Emergency situations investigated assessed and appropriate action taken immediately • Information identifying location and type of emergency given to appropriate services according to assignment instructions • Onlookers/crowds/other persons controlled and kept at a safe distance from the emergency • Access points for emergency services kept free from obstructions • All instructions received from emergency services carried out • Client notified of emergency situation according to assignment instructions • Complete written report made according to assignment instructions
PRSSG03A/02	Take preventative action on potential security hazards	• Potential hazard clearly identified, located and documented according to assignment instructions • Risk from potential hazard reduced if possible, and within own area of responsibility • Follow-up action taken according to assignment instructions
PRSSG03A/01	Respond to fire or safety alarm calls	• Nature of emergency or safety situation established • Relevant emergency service contacted immediately and given details of the emergency situation • Emergency service access to site provided as necessary • Emergency services provided with assistance and support according to capabilities and situation presented • Client notified of emergency situation according to assignment instructions • All reports follow approved format and compiled in a legible manner • Any need for changes to site operating procedures noted and brought to the attention of appropriate person

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Types of emergencies may include:
chemicals; mains; medical alarms; industrial gases; suspicious parking; highly flammable material; bomb; explosive device. hijack

Types of fires may include:
electrical; gaseous substances; flammable liquid, solid combustible material

Contact with relevant emergency services may be made by:
telephone and mobile phone; 2-way radio-portable and installed; dedicated communications link; alarm (eg. hold up)

Relevant emergency services may include:
fire; ambulance; state or territory emergency services; police; army bomb disposal unit

Potential security hazards may include:
potential explosives; levels of vats; pressure levels; safety risks; storage of chemicals; criminal acts; faulty building works; faulty or broken equipment; gases; damaged glass; suspicious or armed persons; atmospheric contaminants; fire

Reduction of hazard risk may be achieved by:
removing potential hazard; closing off area; marking area or potential hazard; notify management eg. fuel spill; evacuation

Appropriate persons may include:
building/centre management; maintenance staff; any other person who could reasonably be expected to deal with the potential hazard

Isolation may include:
coordinating, evacuating

Types of premises may include:
all premises within officer's responsibility; those defined in assignment instructions

Evacuation of premises to be made via:
prescribed primary route(s); designated alternative route(s)

Safety alarms may include:
date/person alarm; medical alarms; hold-up alarms

EVIDENCE GUIDE

Assessment Statement

Assessment is the process of collecting evidence and making judgments on the extent and nature of progress towards the achievement of the performance standard outlined in this unit.

Assessment against this unit of competency may involve any of the following techniques:

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- Continuous assessment in an institutional setting that simulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up the unit
- Continuous assessment in the workplace, taking into account the range of variables affecting performance
- Self-assessment on the same terms as those described above
- Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

This unit may be assessed with Unit PRSSG01A: Maintain the security of premises and property

Guidance for Assessment

Evidence should include demonstrated capacity to:
- assess a variety of potential hazards and initiate action to eliminate, reduce or otherwise deal with
- the hazard
- select and use appropriate fire-fighting equipment
- follow emergency procedures and comply with requests from emergency services
- assess a variety of potentially dangerous situations requiring the movement of persons
- implement established plans and procedures to control the movement of persons
- implement bomb-threat procedures

Evidence includes accurately completed and maintained:
- log books
- incident reports

Underpinning Knowledge

- basic fire fighting equipment
- emergency and evacuation procedures and instructions
- potential hazards and risks
- site layout and access points
- sprinkler/emergency systems
- bomb threat procedures and instructions
- occupational health and safety requirements
- site plant and equipment
- assignment instructions

Underpinning Skills

- ability to communicate instructions to people in emergency situations
- follow procedures
- identify risks and hazards
- direct persons/vehicles
- operate basic fire fighting equipment
- recording information and report writing

Resources Required for Assessment

- Access to a relevant venue, communication equipment and materials
- Assignment instructions and site layout and access points
- Logbooks
- Operational manuals and makers'/customers' instructions (if relevant)
- Assessment instruments, including personal planner and assessment record book
- Access to a registered provider of assessment services
- Basic fire fighting equipment

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UNIT PRSSG05A: MANAGE CONFLICT

This unit deals with handling, defusing and resolving difficult situations occurring in the workplace. These include conflict situations occurring amongst members of the public and between members of the public and the security officer with minimum use of force This unit may be contextualised to provide the same outcome as Unit THHBTHS04A (Tourism and Hospitality): Manage intoxicated persons when applied in the Tourism and Hospitality industry.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PRSSG05A/02	Manage conflict situation	• Conflict assessment and management techniques used to establish possible solutions • Minimum force options proposed to resolve conflict including verbal and physical options • Assistance sought to deal with unresolved conflicts as required and according to assignment instructions • Interaction terminated tactfully when appropriate
PRSSG05A/01	Identify conflict situations	• Conflict situation identified • Person(s) involved dealt with in a manner appropriate to the situation and according to assignment instructions and employer policy • Assistance sought as appropriate • Conflict situations and/or persons reported to the appropriate personnel according to assignment instructions

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Conflict situations are those occurring between members of the public and security personnel and may include:
difficult people (including those under the influence of drugs and alcohol); ejection of people from the premises (where authority exists); those in breach of legal requirements; pickets; lockouts; demonstrations; refusal to submit to search; persons attempting to bring prohibited items into the premises (eg. cameras, matches, alcohol); people ignoring the client's policies and OH&S requirements; legal disputes; refused entry/seeking re-entry; refusal to produce ID/comply with request. Refusal to submit to search or screening, matters affecting

Persons may include:
clients; customers; visitors; contractors; staff

Conflicts are those:
occurring between members of the public and security personnel, and affecting the security or safety of persons, premises, sterile areas, or property within the officer's responsibilities; occurring between security officers and agents/staff of the client

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EVIDENCE GUIDE

Assessment Statement

Assessment is the process of collecting evidence and making judgments on the extent and nature of progress towards the achievement of the performance standard outlined in this unit.

Assessment against this unit of competency may involve any of the following techniques:

- Continuous assessment in an institutional setting that simulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up the unit
- Continuous assessment in the workplace, taking into account the range of variables affecting performance
- Self-assessment on the same terms as those described above
- Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

This unit may be assessed in combination with Unit PRSSG04A, Communicate in the workplace. This unit and Unit THHBTHS04A, derived from the Tourism and Hospitality standards, may be linked for the purpose of assessment. This unit is a requirement of occupational licensing in New South Wales.

Guidance for Assessment

Evidence should include a demonstrated capacity to assess conflict situations and propose solutions
Evidence of competency may include observation of performance which:

- identifies conflict situations
- deals with person(s) in an appropriate manner and according to assignment instructions and company policy
- seeks assistance where appropriate
- reports person(s) to appropriate personnel in accordance with assignment instructions
- uses conflict assessment and management techniques to establish possible solutions
- follows suitable options to resolve conflict
- seeks assistance to deal with unresolved conflicts
- terminates interaction tactfully where appropriate

When applied in the Tourism and Hospitality industry, as when handling 'intoxicated persons', the following criteria need to be addressed:

1. Assessment of legal status for entry to premises where alcohol is sold/accessed
2. Assessment of levels of intoxication
3. The application of appropriate and approved procedures
4. Strategies used to remove (intoxicated) persons from the premises
5. The level of customer service protocols applied
6. Compliance with relevant State and Territory liquor legislation
7. Use of force continuous guidelines

Underpinning Knowledge

- assignment instructions and/or client brief
- company policy and procedures
- legal requirements
- use of Force continuum guidelines

Underpinning Skills

- conflict resolution skills
- tact and discretion when handling conflict situations
- assessment of situations requiring back-up assistance
- communication
- problem solving
- listening
- incident reporting

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Resources Required for Assessment

- Access to a relevant venue and audiovisual equipment (if relevant), communications equipment likely to be used in crowd control (if relevant)
- Case studies
- Assessment instruments, including personal planner and assessment record book
- Access to a registered provider of assessment services

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Local Government Training Package

Community Services

LGA00

AUSTRALIAN LOCAL government Training

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UNIT CHCAC10A: DEVELOP A SERVICE DELIVERY STRATEGY

Assessment of needs of aged person, provision of information and development strategy to meet needs.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCAC10A/04	Identify the potential safety risks and minimise risk of injury	• the risk factors for the aged person in relation to aged person's needs, the environment and possible consequences, are considered and the service planned accordingly • the impact of confusion and the mental health of the aged person is assessed and documented in relation to their safety • any indicators of violence are noted and documented • the potential consequences of an aged person's behaviour are considered and strategies implemented to prevent accidents as appropriate • any potential risks for self and other care providers are assessed and service provision is planned accordingly • the risks for family carers and others involved are assessed and documented • unusual circumstances that may indicate risk are investigated and reported
CHCAC10A/03	Strategy is determined with the aged person and relevant workers	
CHCAC10A/02	Information is provided to the aged person and the aged person's carer to facilitate an informed choice	• the aged person and carers are informed of the range of services available • other services are referred to as appropriate • options are identified in consultation with the aged person/carer and other relevant services
CHCAC10A/01	Assess eligibility to access the service	• determination as to whether the aged person can articulate needs is sought where appropriate from family, other carers or other workers • information is collected to facilitate client information and assessment • the aged person's abilities to carry out activities of daily living are observed and level of assistance required is assessed and documented • clinical records and/or case history are consulted • the aged person's family, friends and other services are consulted where appropriate

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3

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Using mathematical ideas and techniques	2
Working with others and in teams	1

RANGE OF VARIABLES

Assessment includes formal and informal processes which are part of individual needs identification, observation and on-going monitoring. Not all staff will be involved in any or all aspects of assessment.

Factors which affect abilities to carry out activities of daily living may include:

- health
- mobility and its decline
- illness
- smoking
- diet
- exercise
- weight
- occupational exposure
- sexual activity
- alcohol
- sunlight exposure
- social factors
- psychological factors
- environment
- behavioural difficulties
- wandering
- aggression

Activities of daily living are all activities which assist the aged person to maintain or enhance their physical wellbeing eg. mobility, nutrition, dressing. They do not include medical or clinical interventions.

Consultation may include:

- asking and clarifying
- identifying and exploring the aged person's perception about their needs
- consultation with family and friends
- identification of previous patterns and preferences
- perceptions about needs
- confidentiality
- privacy and dignity requirements

Observation, analysis and determination of needs may need to be made in consultation with or verified by other relevant carers and specialists carers.

Information provided to the aged person and the aged person's carer to facilitate an informed choice may be relayed:

- verbally or in writing

Clinical records and case history may include:

- all records related to the aged person's health status
- assessments
- plans of care
- progress notes
- test results

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- continence management charts
- activities programs

Input may be provided by diverse members of a multi-disciplinary team or by more limited numbers of carers and health workers, internal and external to an organisation. Not all carers will have access to all or any parts of the records or responsibilities related to completing them.

Individual service delivery strategies may be based on:
- behavioural difficulties
- prevention and response to distress
- activities of daily living
- health

Risk factors for the aged person may include:

- all areas to which the aged person has actual or potential access
- obstacles and hazards
- furniture
- carpets
- electrical cords and appliances
- hot water

Risk will also vary according to any degree of mental confusion and mobility and stability of aged person.

Risk factors for self and other carers may include:

- physical limitation
- manual handling (lifting and transferring aged person or equipment safely)
- deciding to proceed alone in situations where assistance is required
- current and habitual behaviour
- mental and physical status of aged persons

Unusual circumstances may include:

- uncharacteristic behaviours
- environmental hazards
- accident
- incidents

Confusion and decline in mental health may be evidenced by decline in memory, intellectual functions and personality, disorientation of time, place and persons.

EVIDENCE GUIDE

Critical aspects of assessment:

- consultation with aged person, carers, family etc.
- consultation with other workers/services as relevant and required
- awareness of role of own service/organisation and that of other services/organisations

Interdependent assessment of units:

- this unit may be assessed with CHCCOM3A "Utilise specialise communication skills"

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Underpinning knowledge:

- organisational policies and practices
- common health problems and their effects
- statements of rights, eg. relevant outcomes standards documents
- common risks to aged person's safety
- own role and responsibilities
- the role and responsibilities of other health workers
- the role and availability of home maintenance and modification services
- occupational health and safety
- funding program guidelines
- social and political context of aged care services
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islanders
  - mental health

Underpinning skills:

- interviewing and assessment skills
- oral communication skills including asking questions, clarifying meaning, providing information and checking for understanding. Ability to take part in sustained interpersonal exchanges for the purpose of developing services, gathering or providing information. Language used may be English or a community language depending on the service/organisation and client group
- written communication skills required to fulfil the job role as specified by the service/organisation. Written skills may include the completion of reports or documentation, matching style of writing to its purpose and intended audience (eg. funding reports, referrals to other agencies). Language used may be English or a community language depending on client group and organisation. Communication support is incorporated as required (eg. using dictionaries, medical books, other reports)
- reading skills required to fulfil the job role as specified by the service/organisation. Skills may include reading written material such as client records, case histories, research and information on medical conditions (eg. latest research on dementia), policies, procedure manuals and program materials
- consumer perspective

Resource implications:

- access to appropriate workplace where assessment can take place, or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment could be conducted in one time period but must include a range of client needs

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

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UNIT CHCCS4A: MANAGE THE DELIVERY OF QUALITY CLIENT SERVICE

Ensuring the needs of existing and new clients continue to be met within complex or changing circumstances.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCCS4A/01	Coordinate services provided to clients	• all work is undertaken to ensure appropriate and accurate records of client needs and service delivery options are developed and maintained • information on clients and delivery options is routinely collected and analysed to ensure services delivered reflect client needs and rights, current best practice, organisational and legislative guidelines, ethical practices and duty of care considerations • understanding of all the relevant options for service delivery is used to match services to client's needs and rights • all available opportunities are used to promote client services and their benefits • the strategic direction of the organisation, individual and community needs and external requirements guide the provision of client services • performance indicators are developed and implemented to routinely monitor client service delivery
CHCCS4A/02	Plan client service delivery	• appropriate goals, strategies and outcomes are negotiated and agreed with the client before commencing work • strategies are identified to deal with contingencies which may arise • relevant support/expert people and organisations are identified to maximise effectiveness
CHCCS4A/03	Review client services	• client requirements and service delivery are reviewed routinely to ensure they continue to match • review of service delivery involves client and all other relevant personnel • changes in circumstances, environmental factors or alterations to client needs and rights are monitored and incorporated in review of service delivery • client service is modified to reflect changing needs and rights and feedback on effectiveness of service delivery • appropriate work is undertaken to ensure client's concerns about the service are resolved and complaints of a serious nature dealt with in accordance with organisational procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3

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Solving problems	3
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	3

RANGE OF VARIABLES

Client services are:
- specific to the organisation

Clients can include:
- self referral or referred
- individual members of the public
- other organisations, community groups and individuals
- other work areas of the organisation
- senior management

EVIDENCE GUIDE

Critical aspects of evidence:
- establishing and maintaining a network of clients
- incorporating the requirements of specific groups in all client service work
- meeting quality service standards

Underpinning knowledge:
- design and development of client services
- legislative and statutory frameworks influencing provision of client services
- current development in effective client service delivery
- marketing and promotion techniques
- evaluation and review
- strategic planning and organisational development

Underpinning skills:

- oral communication skills required to develop rapport with client. Oral communication skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group
- literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or community language depending on service/organisation

Resource implications:

- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning or evidence gathered from the workplace eg. portfolios, completed records of client needs etc.
- assessment may take place on one occasion but should include assessment of all aspects of delivery of a quality client service and with a range of new or existing clients

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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

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UNIT CHCCD3A: MEET INFORMATION NEEDS OF THE COMMUNITY

Working with the community and individuals to identify and address their information needs.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCCD3A/02	Address information requirements	• where possible, existing information sources are accessed to meet individual/community needs • the adequacy of existing information is sources and materials in meeting needs is routinely evaluated • where the development of new information materials is needed, options are explored in consultation with users and stakeholders • in planning the development of new information/ materials, all aspects of implementation are addressed including: • content, structure and relevance • financial, technological and staffing resourcing • staff training needs • strategies are implemented to continuously improve the effectiveness of information materials and systems
CHCCD3A/01	Identify information requirements	• appropriate mechanisms are employed to identify the information requirements of the community and specific groups • current, accurate and comprehensive information is collected and maintained on a range of relevant issues/ services for the group to ensure the information needs will be met • gaps or inadequacies in the information base are identified and strategies are implemented to address them

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

Community may include:

- current users of the organisation's services
- users referred by other organisations
- new target groups
- a geographic region

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- special interest groups
- students and researchers
- workers in other organisations

Information systems may refer to:
- informal and formal arrangements with government departments and non government organisations to obtain information
- subscriptions to publications
- material produced and provided by and about other organisations and services
- media
- electronic networking
- the range of different systems across sectors

Financial and technological resources required for system may include:
- directories and databases, manual and electronic
- manual and computerised filing software and hardware
- systems operated within the organisation
- systems operating in other organisations

EVIDENCE GUIDE

Critical aspects of assessment:
- assessing the organisation's information needs, analysing current capacity for them to be met, determining requirements for new materials and doing appropriate work to develop them
- using and maintaining a range of information storage systems

Underpinning knowledge:
- a range of systems that can be used to obtain information
- a range of systems that can be used to store and record information
- basic project management
- preparation, editing, publishing materials/information

Underpinning skills:
- literacy adequate to handle and prepare complex written information
- use of relevant information system

Resource implications:

- access to a workplace or an appropriately simulated environment

Consistency in performance:

- consistency in performance should consider requirements of relevant information systems

Context of assessment
- this unit may be assessed in the workplace or in a relevant simulation

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UNIT CHCCD5A: DEVELOP COMMUNITY RESOURCES

Working with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCCD5A/03	Facilitate community access to resources	• availability of resources are publicised to target group, key people and organisations to encourage participation in activities • resources are made available to all users as required in accordance with organisational procedures • resources are reviewed regularly to ensure usefulness and currency
CHCCD5A/02	Develop and acquire resources	• strategies for the provision of resources are developed to assist in meeting organisational objectives within funding considerations • resources are developed in consultation with key people • all relevant organisational processes and procedures are followed to ensure endorsement and guarantee implementation
CHCCD5A/01	Assess community resource requirements	• resource requirements are identified through consultation with networks and key people and organisations • existing community resources available are researched and assessed for their capacity to meet needs of the group • strategies are developed to address gaps in available resources • priorities are determined according to organisational policy and procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	3

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RANGE OF VARIABLES

Key people and organisations may include:
- government and non government organisations
- the service's networks
- staff
- committee of management
- specialist organisations

Sources for addressing resource gaps may include:
- external grants
- commercial fund raising
- internal allocations
- other services/agencies
- donations
- exchanges
- sharing

Strategies for addressing resource gaps may include:
- grant submissions
- commercial enterprise
- fee for service
- internal reallocation
- internal cross subsidies
- sponsorship/donations
- exchanges/sharing/pooling

Resources may include:
- information
- education
- databases
- library (paper based or electronic)
- finances
- equipment and materials
- skills and expertise
- capital assets
- technology

EVIDENCE GUIDE

Critical aspects of assessment:

- ability to identify community needs and match a range of appropriate resources to meet those needs
- capacity to operate within specific communities or across a number of groups

Underpinning knowledge:
- a range of systems that can be used to obtain, store and record information
- a range of resource media
- organisational strategic plan
- organisational resourcing policies and procedures
- key people and organisations
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 22):
  - alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self harm

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- women
- men
- community education
- Aboriginal and Torres Strait Islanders
- mental health

Underpinning skills:

- basic project management
- networking
- information management
- information presentation
- negotiation techniques
- design and preparation of materials including relevant information technology

Resource implications:

- access to an appropriate workplace or community or accurately simulated environment

Consistency in performance:

- consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

Context of assessment:

- this unit should be assessed on the job or through simulation

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UNIT CHCCD1A: SUPPORT COMMUNITY PARTICIPATION

Providing a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCCD1A/01	Work with individuals and the community to promote participation	• work is undertaken to identify key community issues to be addressed • to address community issues planning is undertaken to ensure: • appropriate policies and strategies are developed • adequate resourcing is identified • key people are consulted • identified needs are addressed • processes are forward looking and proactive • appropriate interpersonal and networking skills are used to enlist support from key people and groups • opportunities are provided for community input to planning provision of services • community input and participation in services is guaranteed
CHCCD1A/02	Support existing community activities	• appropriate review of the relevance of existing community activities is undertaken, based on changing community needs • relevant support and assistance is provided to existing community activities to obtain additional resources required for effective operation • all work undertaken is in accordance with organisational policies and procedures • support is provided to community groups to monitor and evaluate processes, progress and outcomes of activities • all documentation on activities is kept in accordance with organisational policies and procedures • appropriate support is provided to community groups to become self managing in the implementation of plans

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Working with others and in teams	1

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RANGE OF VARIABLES

Working with the community may include the following activities:

- health promotion
- community development
- training and education

Opportunities for consumers, community members and groups to participate may include:

- systems within and outside the organisation
- activities at program, operative and management levels
- formal and informal systems
- focus groups on relevant issues
- inviting community participation on organisational committees e.g. quality assurance committees, ethics committees
- through publications
- group facilitation
- peer education/training
- seminars and workshops

Key people may include:

- advocacy groups
- policy and decision makers in the specific community
- individuals, groups or communities most likely to be affected by strategies or action plans
- community leaders
- people with formal and informal representative roles

Strategies which the worker may develop may include:

- development of new business, employment opportunities for individuals
- establishment of advocacy groups
- health promotion activities
- development of community facilities
- strategies to increase access to facilities, services or decision making
- providing direction, advice and information

Information and resources may include:

- equipment
- staff skills and time
- provision of facilities
- educational materials
- funding
- skills/administrative support
- physical, transport, venues, material, equipment
- developmental training
- financial

EVIDENCE GUIDE

Critical aspects of assessment:

- candidates will need to demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

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Underpinning knowledge:

- community development methods and their principles and practices
- impact of cultural or community attitudes on organisational planning
- funding sources and their policies and strategies for encouraging community input and participation
- organisational budget and funding allocation
- local, state and federal strategies/legislation
- health promotion (as per Ottawa Charter)

Underpinning skills:

- research relating to the community
- policy development
- report writing
- ability to evaluate effectiveness of community based activities
- budgeting
- negotiation, liaison, networking
- marketing
- facilitation

Resource implications:

- demonstration of competency will include the ability to work with key people or stakeholders in the community. Assessors should allow for access to appropriate structures, people or organisations for assessment purposes

Consistency of performance:

- consistency of performance should consider the organisational and individual context within which work take place

Context of assessment:

- this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

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UNIT CHCNET2A: MAINTAIN EFFECTIVE NETWORKS

Establishing and maintaining formal and informal groups which directly impact on the effective operation of the organisation

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCNET2A/03	Maintain networks	• networks and other work relationships are maintained to provide identifiable benefits for clients and the organisation • appropriate time and effort is applied to establishing and maintaining networks which assist achievement of work outcomes • protocols for communication between network participants and services are followed including those relating to confidentiality • advocacy is provided to develop working relationships between client and other organisations/agencies • cultural considerations within operation of networks are identified and integrated into communication processes
CHCNET2A/02	Represent the organisation	• a positive image of the organisation is promoted at every available opportunity • issues, policies and practices of the organisation are effectively communicated to a range of audiences in an appropriate format • complaints about services are handled in accordance with the organisation's procedures
CHCNET2A/01	Develop cooperative working relationships and strategic alliances with other organisations	• information about relevant services, organisations, and key people is gathered and stored so it is up to date and accessible • information about own service is provided to other organisations on request, and liaison with staff from relevant organisations occurs on a formal and informal basis to optimise client service delivery • wherever possible, sharing of resources with other organisations to overcome duplication in service delivery is carried out

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Working with others and in teams	1

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RANGE OF VARIABLES

Groups to which the organisation is promoted include:

- internal and external clients
- professional networks
- managers
- funding bodies
- political groups
- community groups and associations

Networks include:

- formal and informal groups which are directly related to work activities or which make a valuable contribution to effective performance

EVIDENCE GUIDE

Critical aspects of assessment:

- maintaining a network of formal and informal groups relevant to the work situation
- ability to represent organisation in both formal and informal settings in a positive manner

Underpinning knowledge:

- approaches to networking
- relevant organisations and services
- funding bodies and lines of contact
- relevant key bodies/individuals
- marketing techniques applicable to the service or organisation
- communication techniques
- communication and interpersonal

Underpinning skills:

- promotion
- networking
- negotiation

Resource implications:

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning and evidence gathered from the workplace
- assessment may be take place on one occasion but must include a range of group settings/networks

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

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UNIT CHCORG8A: ESTABLISH AND MANAGE NEW PROGRAMS OR SERVICES

Establishing new programs or services, leading organisational restructure, and developing new structures and systems.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCORG8A/04	Undertake appropriate evaluation and reporting	• the evaluation strategy and related techniques devised to collect and analyse data meet the needs of decision makers, funding organisations and other people and groups with stake in strategy • the criteria to be used to judge the value and effectiveness of the strategy are defined in consultation with relevant people • the views of interested parties are actively sought at regular time intervals and used to inform the ongoing development and implementation of the strategy • progress in implementing of the strategy is regularly monitored against the agreed plan • evaluation information is used for project or strategy revision, ongoing development and implementation
CHCORG8A/03	Establish and manage organisational and operational arrangements	• a structure consistent with the purpose, philosophy and roles of the organisation, and which meet industrial, legal and policy requirements is determined in conjunction with key clients and stakeholders • documentation systems and processes are developed to ensure all legal requirements are met and are submitted to relevant decision makers for authorisation as appropriate • required records are maintained and kept to ensure legal organisation and statutory requirements are met • appropriate promotional activities are developed and directed at stakeholders, target groups and relevant personnel within the organisation to optimise effectiveness and support
CHCORG8A/02	Manage implementation of new program or service	• implementation plans are developed to suit a variety of contexts and to cope with contingencies • appropriate support is provided to those involved in implementing the strategy to ensure original aims and objectives are pursued • policies and procedures to manage the use of staff, equipment and other physical assets are established, monitored and reviewed on a regular basis • all operational details including timeframes, resources, staffing limits and financial procedures are conveyed in an appropriate manner, to relevant personnel • a budget is developed and expenditure and resources are monitored in line with organisational procedures and planned outcomes • the project or strategy is implemented in line with all relevant guidelines and legal requirements
CHCORG8A/01	Complete strategic planning activities	• the need for development and change is researched, assessed and identified and all relevant people are consulted in an appropriate way • goals and objectives consistent with the purpose and philosophy of the organisation are clarified, negotiated and agreed with key stakeholders and target groups

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- risks associated with implementing the strategy are recognised and steps taken to maximise outcomes to ensure compliance with duty of care and meet all objectives
- the proposed strategy is evaluated against existing programs and services, and gaps identified
- negotiations are carried out in a way which generates support and which takes account of the viewpoints of key stakeholders
- financial cost and resource requirements are identified and assessed
- where required resources are not immediately and readily available, submissions are made to potential relevant funding sources
- appropriate structures are implemented to oversee the task as relevant

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

The contexts for planning, managing and evaluating programs and services includes:

- managing projects or strategies internal to the organisation/agency
- managing projects or strategies across organisation/agencies
- managing projects in collaboration with the community or community-based organisations

Planning, managing and evaluating programs and services will be carried out within requirements established by:

- organisational missions, philosophy, outcomes and goals
- quality standards
- organisational policy, procedures and program standards
- state and commonwealth legislation and other statutory requirements
- international conventions on the rights of children and young people
- duty of care, code of ethics, professional standards, organisational standards

Evaluating feasibility of programs or services includes:

- direction and outcomes are evaluated against existing and future organisational mission, objectives and outcomes for consistency and congruity
- stakeholders impacted on by project or strategy are involved as much as is appropriate in setting the direction, providing input eg. content and/or process, and marketing

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Identifying and acquiring resources includes:
- preparing submissions
- liaising with key stakeholders and assessing the availability and accessibility to funding

EVIDENCE GUIDE

Critical aspects of assessment:
- ability to devise, initiate, manage and evaluate programs and services
- evidence of competency requires demonstration of knowledge related to applicable agency and legislative requirements

Underpinning knowledge:
- project management models/processes
- submission writing protocols
- funding sources and submission protocols
- referral protocols
- range of services available across organisations
- marketing models/systems
- financial management models/systems
- people management models/systems
- general management principles/models
- change management models/principles

Underpinning skills:
- project management
- financial management
- people management
- communication
- delegation

Resource implications:

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- it is recommended that assessment be conducted over more than one occasion and that competence be demonstrated in the planning, implementation and evaluation of at least one new program

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

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UNIT CHCP&R3A: UNDERTAKE RESEARCH ACTIVITIES

Implementing research relevant to operations of the organisation.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCP&R3A/04	Report the findings of the research	• complete and accurate details of the research methodology, information and analysis are reported in an accessible and useable style and format • opportunities are provided for the validation of the research findings • the results of the research are reported and made available to all relevant stakeholders
CHCP&R3A/03	Organise and analyse information	• information is organised in a form which allows analysis and is suitable for the purpose of the research • patterns and explanations developed are derived from the data to ensure validity and reliability
CHCP&R3A/02	Implement appropriate research strategies	• resources needed to conduct research are determined and allocated • all relevant information is collected in a timely manner and recorded and stored to ensure validity, confidentiality and security • a representative range of people and groups with an interest in the issues is identified and consulted in appropriate ways to ensure the validity of outcomes • consultation is undertaken according to the agreed practices and protocol of own and other agencies • consideration of cultural sensitivities and ethical issues is imbedded in all consultation
CHCP&R3A/01	Prepare a research plan	• the views and interests of stakeholders are reflected in the research methodology and it and is compatible with ethical considerations • the research methodology is selected for suitability to the needs, purposes and resources and maximising credibility of outcomes • research strategies are selected and used which are appropriate to the client group, the subject matter being researched, the resources available and the outcomes sought • strategies for validating research outcomes are incorporated within the research plan

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3

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Using mathematical ideas and techniques	2
Using technology	3
Working with others and in teams	2

RANGE OF VARIABLES

The contexts for undertaking research may include:

- preparation of a range of organisational information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management
- responsibility for research specific to a service, its clients, interests and relationship with the wider community
- responsibility for research for specific client interests and issues

Key people or stakeholders may be:

- within the organisation
- in other areas of delivery and other services, agencies
- in the education/training field
- other specialists
- management
- community leaders
- clients of the service delivery

EVIDENCE GUIDE

This unit is based on the draft national correctional services standards unit of the same name.

Critical aspects of assessment:

- carrying out research activities that are directly relevant to the organisation

Underpinning knowledge:

- current and suitable research methodologies
- consultation methods, protocols and practice
- information systems, manual and electronic
- report presentation
- cultural implications of research methods
- cultural analysis of information
- cultural knowledge and ownership issues

Underpinning skills:

- consultation methods
- complex communication
- negotiation with a wide range of known and unknown stakeholders
- interpretation and analysis of data
- networking
- written/oral presentation

Resource implications:

- access to appropriate workplace where assessment can take place

Consistency in performance:

- assessment may include observations, questioning and evidence gathered from the workplace
- it is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

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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

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UNIT CHCP&R6A: COORDINATE POLICY DEVELOPMENT

Coordinating policy development processes including staff supervision monitoring existing organisation policies, managing policy evaluations, and providing policy advice.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCP&R6A/03	Provide policy advice	• draft policies are prepared and presented to management according to established practice and management implementation requirements • policy evaluation procedures and time schedules are prepared and, following approval, implemented • processes are developed to enable the ongoing evaluation and monitoring of policy including facilitation of input from client groups, other organisations and stakeholders
CHCP&R6A/02	Monitor organisation policies	• operational staff and associated organisations are regularly consulted on existing organisation policies • mechanisms are established to monitor inter-organisation policies and efficiently resolve gaps and problems • periodic status reports are provided to decision makers on the relevance of policies, on policy gaps and on recommended enhancements, and where appropriate, incorporated into policy documentation
CHCP&R6A/01	Coordinate policy development	• policy development parameters, procedures, resources and timeframe are established and confirmed • consultation processes with clients, workers and external personnel are developed and utilised • inter-organisation cooperation in policy development is examined with a view to maximising available resources • supervision and support is provided to workers engaged in policy activities • resource allocations are monitored against approved budget

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

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RANGE OF VARIABLES

Management implementation requirements may include:

- analysis of social, political and economic factors and trends
- strategies to avoid discrimination
- balanced assessment of actual and potential impacts for the organisation
- analysis of linkages with other policies and legislation
- media, language and presentation styles appropriate to the audience

Strategies to promote informed debate may involve employing:

- a range of communication styles, modes and media
- lobbying strategies
- consultation strategies
- networking strategies

Policy development processes may be related to:

- specialist work with particular target eg. people with disabilities, Aboriginal people
- application of specialist occupations eg. physiotherapy, law, psychology to work with or to the benefit of client groups
- advanced work in particular issue areas eg. law, income, security
- work which integrates particular issues and particular target groups eg. housing people of NESB, legal issues for Aboriginals

Policy development processes are managed for:

- an organisation or service
- peak bodies, networks or associations
- a range of government departments or organisations
- and with reference to all target groups of relevance to the organisation or network

EVIDENCE GUIDE

Critical aspects of assessment:

- managing organisation or network responses to policy initiatives by other stakeholders
- respond to initiatives by stakeholders
- using a variety of research and consultation strategies
- working as part of a team or as a sole worker
- distinguish between facts, hypotheses and opinions
- present and support a judgement, position of argument
- maintain direction and purpose within the context of competing or conflicting demands
- determining processes which are consistent with, and contribute to, objectives
- application of management competencies to policy tasks
- sophisticated analysis of a range of information and conflicting or competing perspectives and objectives
- strategic decision making which integrates purpose and effectiveness, and takes account of resource constraints

Underpinning knowledge:

- issues impacting on clients and their place in a social, political and economic context
- government and other policies as they impact on clients, their families and communities
- needs, rights and responsibilities of clients
- needs, rights and responsibilities of families, other care givers and services in relation to clients
- legislation impacting on clients, workers and organisations
- theories of human development
- the effects that values, beliefs and attitudes have on aspects of work
- the effects that culture, age, gender, sexuality, ability, class, race, religious and political beliefs may have on values, attitudes, perspectives and approaches to the situations of clients
- concepts of culture and sub-cultures
- theories of work practice
- the decision making structure, processes and delegated authorities of the organisation, network or group of organisations
- existing policies within the organisation or group of organisations, and of other stakeholders, and legislation impacting on the policy issue under consideration

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Underpinning skills:

- judging and using the most appropriate communication medium for a particular situation
- interpersonal communication, in particular listening, clarifying, questioning, confronting, providing information, interpreting nonverbal communication, demonstrating understanding
- conflict resolution and mediation
- communicating with people with diverse cultural, linguistic and educational backgrounds
- a high level of literacy and the ability to write for a range of purposes and audiences
- advanced communication skills, including liaison, negotiation and advocacy
- public speaking
- planning and coordination of complex activities and processes

Resource implications:

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning and evidence gathered from the workplace
- it is recommended that assessment take place on more than one occasion to enable all aspects of coordinating policy development to be assessed

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

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UNIT CHCP&R7A: MANAGE POLICY DEVELOPMENT

Establishing, coordinating and promoting strategic policy development in the context of changing social and political environment.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCP&R7A/03	Advocate for appropriate policy development	• strategies consistent with the role and principles of the agency are determined and promoted within the organisation and externally as appropriate • advocacy strategies and reporting mechanisms are selected and used to target key decision makers and others with influence in the identified policy area • the perspectives and position of the organisation are reflected in the advocacy strategies and reporting mechanisms selected
CHCP&R7A/02	Manage policy development	• broad agency directions and corporate goals are developed using appropriate consultation processes • organisational policy is assessed against broad directions for relevance, gaps and compliance and any priorities and processes for reviewing, amending or developing policy are identified • resource requirements for policy development and marketing are identified and secured
CHCP&R7A/01	Identify future directions in organisational services	• major social issues impacting on service provision are analysed and interpreted for effects on service provision • liaison is established with key stakeholders to identify future directions, coordinate the organisation's responses to emerging issues and ensure effective communication • relevance of agency services to high need individuals and groups are assessed and advice prepared in an ongoing manner • key national and state policies are closely monitored for relevance

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

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RANGE OF VARIABLES

The contexts for managing policy development include:

- policy development functions
- policy developments as part of overall management responsibility
- government, non-government and community based agencies

Managing policy development will be carried out within requirements established by:

- organisation mission, objectives, outcomes and philosophies
- government and political directions
- community driven changes, perceived needs
- state and commonwealth legislation
- client needs

EVIDENCE GUIDE

Critical aspects of assessment:

- Identifying future directions in organisational services including*:*
- awareness of the range of social,, economic, political movements and direction with government, non-government and community contexts
- analysis of trends
- impact on the organisation
- managing policy development including*:*
- developing and facilitating appropriate consultations
- evaluating existing policy
- identifying gaps
- processes to facilitate development

Underpinning knowledge:

- relevant legislation, government discussion papers
- relevant major conferences, seminars papers
- policy development models/systems
- consultation models
- organisational strategic plans

Underpinning skills:

- environmental scanning
- strategic thinking/decision making
- advocacy
- high level of written/oral
- networking
- resource management
- analysis
- marketing

Resource implications:

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning and evidence gathered from the workplace
- it is recommended that assessment may take place on one occasion but must include assessment of all aspects of managing policy development

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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

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UNIT CHCP&R2A: CONTRIBUTE TO POLICY DEVELOPMENT

Developing and analysing policies which impact on the client group and the work of the organisation.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCP&R2A/04	Promote informed policy debate	• strategies to stimulate informed debate appropriate to the worker's role in policy development, community education or client service delivery are identified in consultation with other workers and management • strategies to stimulate informed debate are implemented within time frames, resource allocations and agreed processes • where necessary, strategies are implemented to translate policy materials into language/s easily understood by clients and other stakeholders • strategies are developed which enable exchange of views and information between policy initiators, clients and other stakeholders
CHCP&R2A/03	Provide briefing materials on policy issues	• briefing materials are prepared as required in a format appropriate to the audience, the purpose and the context • on the worker's and organisation's role and expertise are drawn on for briefing materials • reasoned argument and evidence are incorporated into briefing materials
CHCP&R2A/02	Contribute to research for policy advice	• research and consultation strategies appropriate to the worker's role in the research process are identified, planned and implemented within time frames, resource constraints and agreed processes • research and consultation outcomes are collated, reported and presented in a format appropriate to the research process, the purpose of the research, the context and the receiver • factors impacting on the quality or outcomes of the research or consultation are identified and incorporated in reports
CHCP&R2A/01	Review existing policies	• relevant organisational and other policies are identified and assessed for their relevance and effectiveness to the organisation's objectives • clients and other stakeholders are consulted about their views on policies • reviews of policies are documented and presented in a format appropriate to the purpose of the review, the context, and the receiver

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2

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Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	1

RANGE OF VARIABLES

Policies are those which are relevant to the delivery of services by the organisation and could include those developed internal or external to the organisation

Research undertaken could be:
- survey
- qualitative
- quantitative

Information gathering and consultation techniques may include:
- interview structured, semi-structured and unstructured, group and individual
- conversation by phone or face to face
- observation and listening
- collection of materials eg. printed material and videos
- attendance at workshops, meetings and forums
- questionnaires and other basic survey instruments

Strategies to promote informed debate will involve:
- employing a range of communication styles, modes and media
- employing any of the consultation techniques identified in the Range of Variables
- employing networking strategies

EVIDENCE GUIDE

Critical aspects of assessment:
- application to policies within own organisation
- application to policies within networks or associations
- policies directly related to own work role and areas of expertise
- application for target groups relevant to the organisation
- involvement with stakeholders relevant to the organisation and the policy issue under consideration

Interdependent assessment of units:

- this unit may be assessed with CHCP&R3A Undertake research activities

Underpinning knowledge:
- organisational policies impacting on the worker, the organisation and its target groups
- government and other policies impacting on the issue under consideration, and the organisation and its target groups
- the contexts for policies, people and the organisation
- research and consultation techniques
- the limits of the worker's own role and competence and the organisation's role

Underpinning skills:
- analysis of evidence and arguments
- reasoning, including identification of implications and consequences of particular courses of action

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- applied consultation and research methodologies
- report writing, including translation of complex concepts into simple language or images
- public speaking addressing a group
- group participation

Resource implications:

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning and evidence gathered from the workplace
- it is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

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

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UNIT CHCCOM4A: DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE COMMUNICATION TECHNIQUES

Applying higher level communication skills required for effective operation in the workplace.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCCOM4A/05	Conduct interviews	• in conducting interviews and formal discussions effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to • effective questioning, speaking, listening and nonverbal communication techniques are used during discussions and interviews, to ensure the required information is accessed or message communicated • feedback and advice is given in a way which reflects current identified good practice • the conduct of interviews and formal discussions shows due regard to individual differences, needs and rights • appropriate grievance and counselling procedures are used to deal with problems of a serious nature
CHCCOM4A/04	Produce quality written materials	• writing is succinct and clear and is presented in a logical and sequential way which matches the audience and the purpose of the document • organisation guidelines and current accepted standards of writing which match the purpose are observed in producing all written documentation • appropriate and timely advice to management and clients is prepared and provided as required • where individual skill levels do not match workplace requirements, appropriate remedial action is taken, including seeking assistance and additional training
CHCCOM4A/03	Facilitate group discussions	• mechanisms which enhance effective group interactions are defined and implemented • strategies which encourage all group members to participate are used routinely including seeking and acknowledging contributions from all members • objectives and agendas for meetings and discussions are routinely set and followed • relevant information is provided to groups as appropriate to facilitate outcomes • evaluation of group communication strategies is undertaken to promote ongoing participation of all parties • the specific communication needs of individuals are identified and addressed
CHCCOM4A/02	Represent the organisation to a range of groups	• when participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs • presentations are clear and sequential and delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs • questions from the audience are responded to in a manner consistent with organisation standards

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		• differences in views are respected and considered in a way that values and encourages other's contributions
CHCCOM4A/01	Contribute to the development of effective communication strategies	• strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required to ensure individual and organisational effectiveness is maximised • in developing and implementing strategies special communication needs are addressed to avoid discrimination in the workplace • channels of communication are established and reviewed regularly to ensure staff are informed of relevant information in a timely way • coaching in effective communication is provided to staff as required • negotiation and conflict resolution strategies are used where required to promote effective operation of the organisation • issues are negotiated with key stakeholders, clients and staff in a way which leads to a mutually acceptable outcome • relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met • all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Working with others and in teams	3

RANGE OF VARIABLES

Oral, written and non verbal communication in the organisation can occur with:

- clients and stakeholders
- representatives of client groups or organisations
- members of the public
- managers and staff in own and other organisations
- private organisations and consultants
- academic institutions, public sector and community organisations
- colleagues in different locations eg. regional/central offices

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Written communication can involve both handwriting and operation of word processing equipment. It may take the form of:

- case notes and reports
- minutes of meetings
- routine as well as complex reports
- proposals, project plans and spreadsheets
- general internal and external correspondence
- speeches, journal articles and marketing materials
- instructions, procedures and policies

Oral communication can take the form of:

- seeking and conveying information
- consulting and advising
- formal and informal presentations to different audiences
- structured interviewing for selection or counselling purposes
- leading discussions and briefings
- negotiating
- chairing and participating in meetings
- conflict resolution
- coaching
- advocacy
- on the job training

Clients are defined by the work of the organisation and can include:

- individual members of the public
- other organisations, community groups and individuals
- other work areas of the organisation

Non verbal communication incorporates using:

- techniques of listening

EVIDENCE GUIDE

Critical aspects of assessment:

- establishing and maintaining an appropriate network of clients
- incorporating the requirements of specific groups in all client service work

Underpinning knowledge:

- assess cultural communication protocol
- knowledge of different communication styles and techniques
- different interview techniques

Underpinning skills:

- principles and practices of client service delivery
- effective workplace writing
- effective presentation techniques
- effective communication techniques
- operation of interview and other panels
- effective group management processes
- conflict resolution and negotiation

Resource implications:

- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

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Consistency in performance:

- assessment may include observations, questioning or evidence gathered from the workplace, including testimonials from clients and colleagues etc
- assessment is recommended to be conducted over more than one occasion and include communications with individuals and groups

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

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UNIT CHCCS3A: COORDINATE THE PROVISION OF SERVICES AND PROGRAMS

Identifying a range of service options which meet existing client needs.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCCS3A/03	Plan and develop client service	• appropriate planning is undertaken to ensure client needs are met • required programs are developed • changes to client service is within policy and budgetary frameworks • training is undertaken as required to enable the implementation of appropriate means to meet changing client needs and community expectations • specified aspects of the service or service delivery are modified as needed to meet changing client and service requirements • changes to client service is within procedural and legislative requirements and maintains high standards of delivery • appropriate planning is undertaken to ensure client needs are met • required programs are developed
CHCCS3A/02	Provide and review client service	• mechanisms are put in place to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate • review of client services reflects consultation with all relevant people • client service delivery upholds the reputation of the organisation, addresses individual differences of clients and meets duty of care responsibility • problems in addressing client needs are identified and addressed in accordance with organisational procedures • all relevant documentation relating to clients and the service delivery is maintained and communicated in accordance with organisational procedures • the provision of client service is within procedural and legislative requirements and maintains high standards of delivery • provision of services from other workers or agencies is sought as required
CHCCS3A/01	Analyse client needs	• information on the client is used to target service provision for clients and to enable quality service to be provided • procedures are established and applied to monitor, assess and report client satisfaction with service delivery • appropriate interaction and consultation with clients is undertaken to monitor changing needs so they can be addressed • advice or services are sought from other workers or agencies as required

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	3

RANGE OF VARIABLES

Client services are:
- specific to the organisation

Clients may include:
- individual members of the public
- other organisations, community groups and individuals
- other work areas of the organisation
- senior management
- service users

Relevant people may include:
- clients
- family and personal network of clients
- other workers

Special client needs could relate to:
- disabilities
- language
- gender
- culture
- age
- remote location

Requirements for training may be identified by:

- relevant program manager
- supervisor

EVIDENCE GUIDE

Critical aspects of assessment:
- establish and maintain a network of service providers
- incorporate the requirements of all groups in client service delivery
- responsiveness to client needs

Underpinning knowledge:
- design and development of client services
- principles of effective client service delivery
- specific client services provided

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- strategic planning and organisational development
- evaluation principles and practices

Underpinning skills:

- ability to analyse client needs
- oral communication skills required to develop rapport with client. Oral communication skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group
- literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or community language depending on service/organisation

Resource implications:

- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning or evidence gathered from the workplace eg. testimonials from clients
- assessment may be conducted on one occasion but should include all aspects of service provision ie. analyse, review, plan and develop service etc.

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

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UNIT CHCCS7A: COORDINATE THE ASSESSMENT AND DELIVERY OF SERVICES TO CLIENTS WITH PARTICULAR NEEDS

Coordination of programs to ensure that individual needs of clients are met within organisational parameters.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCCS7A/03	Coordinate the evaluation of client service delivery	• routine procedures are developed and implemented to check that allocated service delivery continue to match client requirements • procedures are developed and implemented to monitor and address changes in circumstances, environmental factors or urgency of client needs • procedures are put in place to collect and evaluate feedback on the adequacy of client service delivery in meeting needs
CHCCS7A/02	Coordinate program delivery to ensure client needs are addressed	• mechanisms are put in place to ensure client services delivered from within and outside the organisation can be identified by staff • organisational procedures are developed to ensure clients will be provided with timely, accurate and relevant information about the services available to them • relevant networks are established and maintained, to ensure appropriate referral of clients to services from within and outside the organisation • procedures are put in place to ensure that decisions about targeting of client services is based on up to date information about the client and the services available • procedures are put in place to ensure that referrals to specialist services are based on the matching of the assessment of client needs and availability of services
CHCCS7A/01	Identify program requirements for individual clients	• procedures are put in place to promote consistency and adherence to organisational standards and procedures when dealing with clients • programs are implemented to promote staff use of appropriate language and interpersonal skills with a diverse client group • appropriate support is provided to staff to implement the organisation's accepted client service practices • strategies and mechanisms are developed and implemented to ensure that all relevant client information is collected, maintained, stored and accessible to relevant personnel • procedures are put in place to ensure staff have access to additional specialist information and assistance when assessing client needs • procedures are put in place to ensure staff have ready access to up to date and relevant information about the range of services available to clients

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

Clients include:

- individual members of the public
- referred or self referred
- people with specific needs seeking access to services
- family members and significant others
- carers

Language and interpersonal skills include:

- means for communicating with people with disabilities or where English is not the first language
- means for communication with people in particular communities
- communication with different age and gender groups

Client services include:

- income, financial and community support services
- employment services
- access to recreation services
- care and support services
- transport and communication services

Clients with particular needs may include:

- a combinations of health, social , economic and personal factors

Information collection mechanisms include:

- interviews with clients, family, significant others and carers
- questionnaires
- applications and other forms
- case documentation
- classification tools

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Networks include

- specialist providers in the community services and health areas including health assessments
- specialist services to assist communication with client and identification of their needs
- providers of any of the identified client services required by clients of the organisation

Feedback includes from:

- client questionnaires and surveys
- experts and specialist providers
- the community
- funding or regulatory bodies
- organisational review

EVIDENCE GUIDE

Critical aspects of assessment:

- administering organisations' testing instruments to assess client needs
- selecting appropriate services from a range of services provided by the organisation in the broader community to match client needs
- developing and maintaining appropriate networks
- providing referrals to relevant organisations or providers of specialist services based on assessment of client needs

Underpinning knowledge:

- legislative requirements and provisions relevant to area of service delivery
- program development and evaluation
- effective operation of networks
- indicators of health and other complex issues outside of immediate area of client service delivery
- accepted practices for delivery of services to particular clients in work area
- issues affecting particular client groups including:
- income / economic
- health
- social
- community support and interaction
- education and training
- employment

Underpinning skills:

- coordination of work teams
- client service delivery
- analysis of complex information
- decision making under pressure

Resource implications:

- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning or evidence gathered from the workplace eg. testimonials from clients and colleagues

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- assessment may take place on one or more occasions but must include a number of clients with particular needs

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

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UNIT CHCINF5A: MEET STATUTORY AND ORGANISATIONAL INFORMATION REQUIREMENTS

Ensuring the information system of the organisation is effective and efficient.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCINF5A/05	Provide staff training	• worker's training needs in relation to the information acquisition system, information record and storage system, and the preparation of educational resources, are determined • training, or retraining is organised in accordance with the competency standards required, the training needs analysis and the organisation's policy
CHCINF5A/04	Support and supervise the development of information and educational resources	• guidelines in terms of content and format are developed in consultation with clients and other stakeholders, for the production of educational and informational resources • appropriate expertise is recruited to develop the designated information and educational resources • opportunities are established for users of information to monitor and advise on the ongoing development of information and educational resources
CHCINF5A/03	Establish and manage systems to record and store information	• the methods used to record and store information are periodically re-evaluated for effectiveness, efficiency, security and integrity and new methods suggested are introduced as necessary • any substantial breakdowns in the methods of recording, storing and accessing information are analysed for cause and effect, and corrective action is taken • systems are established and implemented to ensure availability of information especially for direct use of clients • validity and usefulness of information is monitored and appropriate actions taken for disposal or storage
CHCINF5A/02	Review options for systems to obtain information	• sources of information are identified and periodically evaluated • options for information systems are identified, evaluated and prepared in ways that users can contribute to their development • financial and technological resources required for systems are identified and evaluated
CHCINF5A/01	Identify information requirements	• information requirements are identified in relation to organisation and worker goals, objectives and expected outcomes • information needs are collected, analysed and prepared in ways to inform decision making

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

The contexts for managing information systems include:

- management of a work unit/major program area

Managing information systems will be carried out within requirements established by:

- commonwealth and state legislation
- organisational policy and procedures
- relevant program standards
- informal and formal arrangements with government, non-government and other service providers to obtain information relating to clients and services
- computer based recording systems
- electronic banking

Financial and technological resources required for system may include:

- manual filing systems
- computerised filing software and hardware

Identifying information requirements include:

- monitoring work output and relationship with obtaining outcomes, assessing availability of statistics to assist in monitoring workload, setting up dialogue with workers/supervisors about how to improve work practices through the use of information technology

Establishing systems to obtain information includes:

- assessing available technology and its application to work practices
- identifying and preparing submissions for resources needed for new systems
- identifying training needs associated with implementation of new systems and either developing training to support this or investigation of possible training service providers

EVIDENCE GUIDE

Contexts for assessment:

- this unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

Critical aspects of assessment:

- assessing information requirements
- designing work systems that integrate technology
- designing/assessing training that will support introduction of new technology in work practices
- demonstration of knowledge related to applicable agency and legislative requirements processes listed in the range of variables

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Underpinning knowledge:

- application of information technology
- workload analysis models/systems
- operations of the agency
- relevant policy and procedures and work systems
- systems analysis models/theories
- relevant legislation
- range of current and emerging information technology
- consultation processes and techniques
- communication dissemination models

Underpinning skills:

- assessment of information needs
- analysis
- planning
- consultation/facilitation
- report writing
- running reviews
- accessing/researching current emerging technology
- marketing technology
- communication/dissemination strategies

Resource implications:

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning and evidence gathered from the workplace eg. observation of recording systems, portfolios, testimonials from clients and colleagues
- assessment may be conducted on one occasion but must include all aspects of managing the organisations information systems in the workplace

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

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UNIT CHCP&R4A: DEVELOP AND IMPLEMENT POLICY

Developing and applying policy initiatives in the workplace.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCP&R4A/04	Implement and review policies	• a policy implementation plan is developed and followed to ensure maximum impact of new and revised policies • strategies to ensure wide dissemination of policy information is developed and utilised • evaluation plan is developed and implemented to ensure ongoing review of policies and maximum input from clients and stakeholders • policies are reviewed in accordance with organisational policies and procedures • policies relevant to the organisation's operation are promoted in an appropriate manner utilising a range of strategies to key clients and stakeholders • feedback received during marketing and promotion are utilised in the review of policies
CHCP&R4A/03	Develop policy materials	• policy materials are prepared in a format and style to facilitate understanding and implementation of the policy • policy proposals are developed which acknowledge a range of sources, interest groups and applications
CHCP&R4A/02	Test draft policies	• an appropriate consultation plan is developed and • implemented to test and review draft policies • policy implementation issues including monitoring and evaluation processes are discussed with relevant personnel and the policy modified as appropriate • changes to policies are notified to those affected in time to take remedial action
CHCP&R4A/01	Research and consult with others to develop policies	• existing organisational, government and other policies relevant to the issue are evaluated to determine their currency and relevance for the organisation and its clients • appropriate research and consultation which will contribute to policy development is undertaken and documented in accordance with organisational policies and procedures • relevant stakeholders are consulted throughout the policy development process to ensure relevance and acceptance of the product • appropriate mechanisms are provided to facilitate open constructive discussion about policy issues and their possible resolution • policies are developed which reflect the culture, values and objectives of the organisation • resourcing implications of implementation and review mechanisms are included in policies

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Appropriate research may include:

- state, national or local level
- written or oral sources of information

Stakeholders may include:

- colleagues
- clients
- families and significant others
- other organisations
- funding bodies
- community groups
- management
- government agencies

EVIDENCE GUIDE

This unit is based on the Adult and Community Education National Competency Standards unit, "Develop, negotiate and initiate staffing policies"

Critical aspects of assessment:

- consultation with others
- draft policies are tested before implementation
- policies are reviewed for their effectiveness once implemented

Underpinning knowledge:

- principles and practices of policy development
- relevant policy at national and state level
- key stakeholders at local, national and state level
- organisational consultation processes
- evaluation and review processes
- organisational business and corporate plans and philosophy
- funding bodies and their requirements

Underpinning skills:

- documentation and report writing
- policy development
- research and consultation
- promotion

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Resource implications:

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning and evidence gathered from the workplace
- assessment may take place on one occasion but must include all stages of developing and implementing policy

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

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UNIT CHCNET3A: DEVELOP NEW NETWORKS

Setting up formal networks which will benefit the organisation and the clients.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CHCNET3A/02	Reflect social and cultural awareness in developing and maintaining networks	• potential discrimination or culturally based obstacles to effective networks are identified and strategies to avoid them are developed and implemented • cultural differences and diversity are valued as a resource in networks and integrated into practices, relationships and strategies wherever relevant • where individual relationships interfere with the effective operation of networks, timely remedial action is taken in accordance with organisational procedures, to ensure maximum benefit to clients • effectiveness and relevance of networks is regularly evaluated against organisational goals and client needs in consultation with key people, and appropriate modifications are made as necessary • evaluation of the effectiveness of networks includes consideration of issues related to cultural expectations, client needs and organisation's philosophy
CHCNET3A/01	Develop and maintain appropriate networks	• organisational, professional and Individual networking needs are identified, prioritised and appropriate new networks are established as required to meet client needs and organisational objectives • significant cultural practices, needs and traditions are incorporated into the networking strategy and its development • strategies to develop effective new networks are implemented in consultation with key people and in accordance with organisational objectives • information about new network is made available to other staff and others as appropriate • processes for engaging relevant community members in collection and dissemination of information are developed and implemented as appropriate to ensure effective operation of the network

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Working with others and in teams	2

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RANGE OF VARIABLES

Formal networks may include:

- key people
- local organisations
- interest and support groups
- lobby groups
- regional specialist and peak associations
- advisory committees
- associations
- businesses
- law enforcement agencies
- government ministers/departments

Networks may serve the purpose of:

- achieving corporate objectives
- accessing the services and resources of other organisations
- promotion of organisation and/or programs
- strategic planning
- encouraging coordination amongst organisations and workers
- enhancing service delivery

Networking needs may be as a result of, or leading to:

- new government policies
- new or reviewed strategic plan
- new organisations/services starting up
- restructuring of organisation
- enhanced service delivery
- funding imperatives

Strategies for the development of new networks may include:

- liaison with relevant government, community, business and other representatives
- participating and managing formal network committees
- negotiating with relevant organisations for network participation
- liaison with other network organisations

EVIDENCE GUIDE

Critical aspects of assessment:

- networks developed meet the needs of the organisation and its clients

Underpinning knowledge:

- power relationships within and between organisations
- the values and limitations of networks
- the dynamics of networks
- processes of initiating and supporting community development planning
- strategic planning
- existing relevant networks
- lobbying in the context of organisational protocols

Underpinning skills:

- negotiation
- reporting and record keeping

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- lobbying
- dealing with diverse and/or specific cultural groups

Resource implications:

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment may include observations, questioning and evidence gathered from the workplace
- assessment may take place on one occasion

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

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Local Government Training Package

Financial Services

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT FNARFS27A: MAINTAIN INTEGRITY OF FINANCIAL SYSTEMS

This unit describes those functions associated with the maintenance of accounting systems, including the general ledger.

This unit is adapted from, but has a close equivalence to FNBFIN64A"Maintain Integrity of Financial Systems" from the Insurance Training Australia Competency Standards – Financial Services Stream.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNARFS27A/01	Reconcile general ledger accounts	• General ledger is reconciled accurately and regularly to subsidiary ledgers as determined by organisation's policies and procedures. • Outstanding items on reconciliation are resolved and corrections are made to the relevant accounts to ensure the integrity of the financial systems. • Bank accounts are reconciled and suspense accounts are cleared to ensure reliability of the general ledger. • Completed reconciliation is authorised by appropriate personnel according to organisation's policies and procedures
FNARFS27A/02	Reconcile general ledger related systems	• Related system entries are processed promptly. • Interfaces from related systems are reconciled accurately in accordance with organisation's policies and procedures. • Validity and accuracy of related systems is verified to maintain integrity of accounting systems.
FNARFS27A/03	Backup systems	• System backup follows organisation schedule precisely. • Backups are verified and stored in accessible location to protect integrity of system information and in accordance with audit and security requirements.
FNARFS27A/04	Monitor and review integrity of financial systems	• Processes are established to regularly monitor financial systems to ensure reliability, integrity and compliance with relevant regulations. • Variations from organisation's policies and procedures are identified and assessed to determine impact on financial system and actions required. • User feedback is encouraged and reviewed to determine impact on financial system and actions required.
FNARFS27A/05	Update systems for management requirements and regulations	• Estimates of costs associated with changes are made in order to assess cost effectiveness. • System updates are tested to ensure they reflect changed requirements. • Update is comprehensive and maintains integrity of accounting systems. • Changes are applied consistently to all affected systems to ensure report information remains valid. • Changed or updated documentation is circulated without delay to ensure all relevant parties are fully informed of variations.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Organisation policies and procedures

May include operations manuals, internal control guidelines, computer system documentation.

Appropriate personnel
May include accounting personnel, business unit or departmental managers.

Related systems
Related systems may include suspense accounts, cost centre accounts, investments register.

Backup systems
Systems requiring backup may be manual or computer based.

Backup schedule
Backup schedules may be daily, weekly or monthly, and are usually prescribed in organisation procedures / system operational procedures.

User feedback
Feedback may be obtained from other accounting personnel, managers and organisational staff using financial systems.

Management requirements and regulations
May include authority levels, classification systems, cost centre definitions, new expenditure accounts, reinsurance returns, audit trails.

Relevant parties
May include management, other accounting personnel and organisational staff.

Relevant Legislation:

Consumer

- Consumer Credit Code
- Privacy Act
- secrecy laws

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Competition

- ACCC

Prudential

- FI Code
- CRAA
- EFT Code of Conduct
- Financial Transaction Reports Act
- Cheques and Payment Orders act
- Corporate law
- Commercial Tenancies Act
- Land Tax Assessment Act
- Prescribed Payments Act
- Payroll Tax Assessment Act
- Stamp Duties Act
- Taxation Assessment Act
- Bills of Exchange Act.

EVIDENCE GUIDE

Assessment context:

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills, may be assessed through practical demonstration in the workplace or in an industry approved simulated work environment.

Specialised resources required for training and assessment include:

- facilities for workplace or simulated environment assessment.
- system which facilitates recording of trainees profiles and progress
- availability of qualified assessors

Critical aspects of evidence will include:

- thorough checking of reconciliation items with related system entries
- detailed knowledge of relevant legislation
- comprehensive knowledge of accounting procedures and practices
- sound communication skills in liaising with departmental managers and creditors / suppliers
- thorough understanding of bank account reconciliation process
- ability to backup and update financial systems
- ability to use relevant data entry and office equipment.

Interdependent assessment of units:

This unit should be assessed after competency has been demonstrated in the core units (FNARFS01A to FNARFS05A) and FNARFS23A to FNARFS26A.

Outcomes (underpinning knowledge and skills):

The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Retail Financial Services sector.
This requires evidence of consistent achievement of the workplace outcomes covered by the unit.
An employee working at this level should be able to demonstrate the following underpinning knowledge and skills.

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Underpinning knowledge includes:

- accounting principles and practices
- use of financial spreadsheets
- systems knowledge and familiarity

Introductory knowledge of:

- the finance industry
- accounting principles
- business communication
- business law
- business accounting

Knowledge of:

- working environment
- information technology

Underpinning skills include:

- accounting and financial management skills
- skills in using financial spreadsheets
- reporting skills
- system backup skills
- financial modelling skills
- written and verbal communication skills
- analytical skills
- problem solving skills
- numeracy skills
- planning and organising skills
- monitoring skills

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UNIT FNARFS26A: ADMINISTER ACCOUNTS PAYABLE

This unit describes those functions associated with the remittance of payments to sundry creditors.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNARFS26A/01	Distribute creditors invoices for authorisation	• Discrepancies are identified and rectified. • Invoices are encoded correctly. • Liaison is undertaken with appropriate personnel. • Authorisation for payment is obtained.
FNARFS26A/02	Prepare cheque requisition for authorisation	• Invoices are authorised in accordance with organisation's policies and procedures. • Cheque requisition is correctly drawn up and authorised. • General ledger to be drawn against is identified. • Correct account is debited in a timely manner and in accordance with government requirements
FNARFS26A/03	Remit payment	• Creditors payments are prepared in an accurate manner. • Postage is prepared and payment made in a timely manner.
FNARFS26A/04	Prepare accounts paid report	• Data is collected and entered onto spreadsheet giving details of creditors and amounts paid. • Report on accounts paid is prepared for ratification by appropriate management.
FNARFS26A/05	Reconcile balances outstanding	• Statements of outstanding balances are sought from suppliers where required. • Balances outstanding are reconciled to invoices received.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	1

RANGE OF VARIABLES

Appropriate personnel
May include accounting personnel, business / unit or departmental managers.

Organisation's policies and procedures
May relate to policies and procedures for the authorisation of invoices, payments and cheque requisitions and the terms and conditions associated with payments to sundry creditors.

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Appropriate management
Appropriate level of management would depend on industry and company requirements, and may include the Board of Directors or a designated group from the Board of Directors (e.g. the Executive)

Relevant Legislation:

Consumer

- Consumer Credit Code
- Privacy Act
- secrecy laws

Competition

- ACCC

EVIDENCE GUIDE

Assessment context:

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills, may be assessed through practical demonstration in the workplace or in an industry approved simulated work environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors
- system which facilitates recording of trainees profiles and progress
- facilities for workplace or simulated environment assessment.

Critical aspects of evidence will include:

- thorough checking of invoices, remittance payments and balances outstanding
- sound knowledge of relevant legislation
- sound communication skills in liaising with departmental managers, creditors / suppliers
- demonstrated understanding of bank account reconciliation process
- demonstrated ability to use relevant data entry and office equipment.

Interdependent assessment of units:
This unit should be assessed after competency has been demonstrated in the core units (FNARFS01A to FNARFS05A).

Workplace outcomes (underpinning knowledge and skills):

The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Retail Financial Services sector.
This requires evidence of consistent achievement of the workplace outcomes covered by the unit. An employee working at this level should be able to demonstrate the following underpinning knowledge and skills.

Underpinning knowledge includes:

- accounting principles and practices
- use of financial spreadsheets
- systems knowledge and familiarity

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Introductory knowledge of

- the finance industry
- accounting principles
- business communication
- business law
- business accounting

Knowledge of

- working environment
- information technology

Underpinning skills include:

- accounting skills
- skills in using financial spreadsheets
- written and verbal communication skills
- reporting skills
- problem solving skills
- numeracy skills
- planning and organising skills.

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UNIT FNARFS25A: ADMINISTER FIXED ASSET REGISTER

This unit describes those functions associated with the maintenance of capital expenditure items.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNARFS25A/01	Reconcile asset register to general ledgers	• All expenditure items are reconciled in accordance with organisation's policies, procedures and practices. • Discrepancies are identified and actioned according to organisation's policies, procedures and practices.
FNARFS25A/02	Recognise new assets and asset categories	• New asset categories are identified. • Pro-forma for input of asset details is prepared and processed within the month of purchase.
FNARFS25A/03	Prepare schedules and ad-hoc reports	• Depreciation expense is updated regularly according to depreciation schedule. • Spreadsheets and reconciliations are prepared in accordance with annual tax schedule, with allowance made for permanent differences. • Spreadsheets / ad hoc reports are prepared as requested

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Expenditure items
May include assets at cost, accumulated department, department's expense items

Organisation's policies, procedures and practice
May include established policies, procedures and practices relating to maintenance of capital expenditure items and preparation of reconciliation reports.

Relevant legislation

Consumer

- Consumer Credit Code
- Privacy Act
- secrecy laws

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Competition

- ACCC

Prudential

- Bills of Exchange Act
- Stamp Duties Act
- Taxation Assessment Act
- Payroll Tax Assessment Act
- Prescribed Payments Act
- Land Tax Assessment Act
- Commercial Tenancies Act
- Corporate law
- FI Code
- Cheques and payment orders act
- Financial Transaction reports Act
- EFT Code of Conduct
- CRAA

EVIDENCE GUIDE

Assessment context:

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills, may be assessed through practical demonstration in the workplace or in an industry approved simulated work environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors
- system which facilitates recording of trainees profiles and progress
- facilities for workplace or simulated environment assessment.

Critical aspects of evidence will include:

- thorough checking of transaction details and reconciliation reports
- sound knowledge of relevant legislation
- effective communication skills
- thorough understanding of reconciliation processes
- thorough understanding of depreciation schedules
- familiarity with fixed asset register software
- ability to use relevant data entry and office equipment

Interdependent assessment of units:
This unit should be assessed after competency has been demonstrated in the core units (FNARFS01A to FNARFS05A).

Workplace outcomes (underpinning knowledge and skills):

- The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Retail Financial Services sector.
- This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

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- An employee working at this level should be able to demonstrate the following underpinning knowledge and skills.

Underpinning knowledge includes:

- knowledge of teller and banking processes
- knowledge of fixed asset register software
- knowledge of information systems including spreadsheets
- knowledge of general ledgers

Knowledge of

- the finance industry
- accounting principles
- business communication
- business law
- business accounting
- working environment
- information technology

Underpinning skills include:

- organising planning and controlling skills
- reporting skills
- problem solving skills
- researching, observing and analysing skills
- written and verbal communication skills.
- numeracy skills

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UNIT FNARFS23A: BALANCE CASH HOLDINGS

This unit describes those functions involved in balancing cash holdings including clearing registers, counting money, calculating non-cash transactions and reconciling takings.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNARFS23A/01	Maintain accurate cash floats	• Cash in drawer is maintained in accordance with organisation's policies and procedures. • Regular cash transaction processing and proofings are conducted within specified time frames and recorded appropriately. • Paid out and received cash is checked for accuracy. • Cash at close of business is counted in accordance with organisation's policies and procedures and discrepancies are investigated and corrected in order to balance float. • Cash within branch budget is maintained within limits.
FNARFS23A/02	Remove takings from terminal	• Terminal balances are performed in line with organisation's policies and procedures. • Cash is supplied to terminal according to organisation's policies and procedures and float is separated from takings prior to balancing procedures. • Terminal information is recorded appropriately after accurate checking. • Security policies and procedures are followed in the removal and transportation of cash (including cash float) and non-cash documents.
FNARFS23A/03	Reconcile takings	• Cash and non-cash documents are correctly counted / calculated. • Terminal reading and sum of cash and non-cash transactions are compared appropriately to achieve balance. • Records of individual takings are recorded accurately and in accordance with organisation's policies and procedures.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Cash in drawer
Cash in drawer refers to notes and coins held in manual cash handling devices.

Organisation's policies and procedures include policies and procedures relating to :

- terminal balancing and security,
- neatness and tidiness of cash in drawer
- time frames for processing transactions, periodic and end of day balances, and recording of discrepancies.

Proofings
Proofings refers to the process of conducting a proof of cashier's transactions.

Specified time-frames
Specified time frames include time frames specified in organisational policies and procedures or other organisational documentation and may vary depending on the nature of the task.

Recorded appropriately
Appropriate recording of documentation means that information is recorded in the approved format specified in organisational policies and procedures or other relevant documentation and in line with any relevant legislation.

Appropriate recording of information may include recording on :

- pro-formas
- permanent hard copy
- duplicate or triplicate copies.

Register / terminal
Includes a range manual or electronic equipment used for the deposit and withdrawal of cash and non cash documents. Terminals may be cleared by operator or by specialist staff at intervals during or at close of trading.

Terminal information
Terminal information refers to terminal readings or printouts.

Security policies and procedures
Security policies and procedures are those organisational policies and procedures that specifically refer to the securing and safe handling and transport of money and non-cash transactions.

Non-cash documents or transactions may include:

- credit cards
- cheques
- EFTPOS

Relevant legislation
Relevant legislation may include:

Consumer

- Consumer Credit Code
- Privacy Act
- secrecy laws
- Codes of Practice

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Competition

- ACCC

Prudential

- FI Code
- CRAA
- EFT Code of Conduct
- Financial Transaction Reports Act
- Cheques and Payment Orders Act.

EVIDENCE GUIDE

Assessment context:

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment. Competency is demonstrated by performance of all stated criteria according to the Range of Variables applicable to the workplace.

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UNIT FNARFS20A: PREPARE GOVERNMENT RETURNS

This unit describes those functions associated with the preparation of government returns such as FID, W / Tax, BADT, FBT and other relevant returns or reports required by government bodies.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNARFS20A/01	Identify requirements for returns	• Liaison with appropriate personnel is undertaken to establish type and scope of government return required, and statutory requirements of relevant legislation. • All sources of data for return or report are identified. • Timing requirements for returns and reports are identified.
FNARFS20A/02	Plan for provision of returns	• Timelines and procedures are established in order to meet reporting deadlines. • Lead times are set that ensure adequate time is available and allowance is made for contingencies. • Liaison occurs with appropriate personnel to obtain relevant data and information.
FNARFS20A/03	Calculate liability in accordance with government guidelines	• Data in relation to liability is reviewed and analysed. • Spreadsheet is prepared as applicable. • Data provided is verified to ensure it satisfies obligations in regard to: organisation's policies and procedures; compliance and regulatory requirements.
FNARFS20A/04	Prepare return document	• Pro-forma supplied by government departments is completed in an accurate, timely and thorough manner. • Documents or reports are forwarded to appropriate personnel for clearance, in a timely manner.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

Appropriate personnel
May include accounting and investment personnel, product and business unit managers and other organisational staff.

Government return
Includes documentation required by government in relation to a range of government charges and taxes. May also include returns or reports required by the Australian Bureau of Statistics and Prudential Supervisors (FINCOM, The Reserve Bank).

Organisation's policies and procedures
May include specific policies and procedures on the format of returns and reports and requirements for reporting.

Compliance and regulatory requirements
May identify the need for cross checking returns against detailed statutory requirements and internal accounting records.

EVIDENCE GUIDE

Assessment context:

Assessment of performance requirements in the unit must be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills, may be assessed through practical demonstration in the workplace or in an industry approved simulated work environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors
- system which facilitates recording of trainees profiles and progress
- facilities for workplace or simulated environment assessment.

Critical aspects of evidence will include:

- thorough checking of relevant data
- detailed knowledge of relevant legislation
- general understanding of compliance and regulatory requirements, and government requirements
- sound communication and report writing skills
- ability to use relevant data entry and office equipment.

Interdependent assessment of units:
This unit should be assessed after competency has been demonstrated in the core units (FNARFS01A toFNARFS05A) and FNARFS19A.

Workplace outcomes (underpinning knowledge and skills):

The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Retail Financial Services sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit. An employee working at this level should be able to demonstrate the following underpinning knowledge and skills.

Underpinning knowledge includes:

- a complete understanding of user requirements
- knowledge of key result areas for evaluation of financial performance
- knowledge of chart of accounts
- knowledge of financial accounting principles and practices

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Introductory knowledge of

- the finance industry
- accounting principles
- business communication
- business law
- business accounting
- knowledge of working environment and information technology.

Underpinning skills include:

- use of initiative in designing relevant reports
- planning and controlling skills
- written and verbal communication skills
- reporting skills
- researching, observing and analysing skills
- skills in identifying and evaluating business opportunities
- numeracy skills.

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UNIT FNAMERC04B: LOCATE SUBJECTS

This unit describes the functions associated with locating subjects.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNAMERC04B/01	Research / investigate case	• Client's written instructions are accurately and clearly interpreted. • Preliminary searches in office are thoroughly and comprehensively completed. • All appropriate mercantile data is checked for relevant information.
FNAMERC04B/02	Conduct searches / enquiries	• Field calls are made as directed by client. • Address is checked when necessary and any further leads are persistently followed to ascertain whereabouts of individual. • Perception, intuition and experience are used to diligently and rapidly develop alternative lines of approach. • Searches are conducted in a reasonable time period as specified by client. • Detailed field notes on times, dates, occurrences and results are accurately maintained to obtain the best result from searches. • Internal files are kept accurate and current.
FNAMERC04B/03	Formulate / report recommendations	• Information gathered is synthesised into a coherent outcome. • Results of review of the information are used to determine a strategy for action. • Documentation of outcomes is clear, concise and is made accessible to all relevant staff. • Links between the outcomes and the analysis of the debtor information are proposed as a basis for further action or non-action. • Relevant reports are completed without delay and disseminated to appropriate staff and management.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	1
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	2

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RANGE OF VARIABLES

Subjects may include:

- debtors
- persons subject to legal process
- banks
- building societies
- credit unions
- employers (managers, supervisors, team leaders)
- finance companies
- financiers
- government agencies
- private companies
- other commercial agents
- solicitors

Office searches may include:

- public telephone directories
- current electronic White Pages
- reverse order computerised telephone directories
- electoral rolls
- titles office/council records
- motor vehicle registrations
- Australian Securities and Investment Commission information
- F.O.I. Acts – Commonwealth and State
- credit files (where Privacy Acts allow)
- Consumer Affairs records
- Business Licence Centre
- State and Supreme Courts Library
- rates searches
- databases

Mercantile data may include:

- agency file systems, including other commercial agencies
- law enforcement/prosecution agencies
- industry associations
- standards setting organisations
- audit records
- past investigations

Field calls may involve:

- knocking on residence door within legal timeframes to establish whereabouts of people or particular assets
- making demand for payment
- establishing the financial status of a subject
- making specific enquiries for the client (lawyers, financiers and other agencies)

EVIDENCE GUIDE

Context for assessment:
Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment.

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Specialised resources required for training and assessment include:

- availability of qualified assessors and assessment guidelines
- system which facilitates recording of trainees' profiles and progress
- facilities for work place or simulated environment assessment

Critical aspects of evidence will include:

- taking personal responsibility for fully complying with legal obligations
- good application of prior experience in searches and problem solving, such as patterns of behaviour and incidents, or trends, which indicate areas for investigation
- developing constructive responses when confronted with problems and difficulties
- to operate reliably at all times and an awareness of client and community concerns
- maintaining knowledge of current legislative requirements and general developments in process servicing
- ability to liaise and cooperate with a variety of people

Interdependent assessment of units:
This unit should be assessed in conjunction with unit:
FNBMERC01B - Collect Debts

Workplace Outcomes (Underpinning knowledge and skills):
The Evidence Guide is a set of guidelines which assist in the development of assessment instruments / tools to assess the competency of workers in the Mercantile Agents industry. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

An individual working at this level:

- maintains basic knowledge of all relevant State and Commonwealth Acts
- demonstrates current techniques of search and locating defaulters
- demonstrates ability to take full responsibility for legal obligations and a professional / ethical approach to both client's and debtors
- demonstrates ability to liaise effectively with a range of clients; negotiation and dispute resolution skills
- has clear and accurate observation and analytical skills
- has effective written communication skills and appropriate report and letter writing
- effective telephone techniques
- adheres to OH&S practices

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UNIT FNAMERC03B: SERVE LEGAL PROCESS

This unit describes the functions associated with preparing and serving legal processes.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNAMERC03B/01	Plan and prepare procedures	• Client's written instructions are accurately and clearly interpreted. • Subject's whereabouts is determined. • Identify type of service according to the nature of the debt or legal process.
FNAMERC03B/02	Serve documents	• Documents are checked to ensure they are complete and intact. • Verify that the valid document is being served by checking contents for type of document and numbers of document for service. • Documents are served according to legal requirements.
FNAMERC03B/03	Prepare affidavit of service or non-service	• Affidavits are prepared in relation to court documents for process service worksheets. • Court documents are correctly completed and signed and sworn/affirmed in accordance with court requirements/ court procedural manual. • Relevant factual details of service are recorded in the affidavit. • A final report is prepared for client detailing outcome of procedure.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	1
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Clients may include:

- banks
- building societies
- credit unions
- employers (managers, supervisors, team leaders)
- finance companies
- financiers
- government agencies

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- private companies
- other commercial agents
- solicitors

Types of service may include:

- handed to a person, requiring a signature of that person
- service on a nominated person or corporation in accordance with relevant legislation

Subjects may include:

- debtor
- defendants
- respondents
- plaintiffs
- individuals
- companies
- businesses
- government departments
- body corporate

Types of documents may include:

- notice of demand
- legal notices
- statement of claim
- writs

Means of service may include:

- directly to a person
- to a residence
- to company/home office
- through the post

Relevant factual details may include:

- identification of person
- time/date/place of service
- conversation at time of service
- full name of process server

EVIDENCE GUIDE

Context for assessment:
Assessment of competency, including attainment of relevant knowledge and skills may be made through practical demonstration in an actual work environment or simulation of such an environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors and assessment guidelines
- a system which facilitates recording of trainees' profiles and progress
- facilities for work place or simulated environment assessment

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Critical aspects of evidence will include:

- taking personal responsibility for fully complying with legal obligations
- developing constructive responses when confronted with problems and difficulties
- maintaining knowledge of current legislative requirements and general developments in process servicing
- accurate completion of legal documents
- ability to liaise and cooperate with a variety of persons

Interdependent assessment of units:
This unit should be assessed after competency has been demonstrated in conjunction with unit:
FNBMERC01B - Collect Debts

Workplace Outcomes (Underpinning knowledge and skills):
The Evidence Guide is a set of guidelines which assist in the development of assessment instruments / tools to assess the competency of workers in the Mercantile Agents industry. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

An individual working at this level:

- maintains basic knowledge of the role, procedures and relevant documentation of the various relevant court jurisdictions and appeals procedures
- takes full responsibility for legal obligations and a professional/ethical approach to both client's and debtors
- demonstrates current lawful techniques of search and locating individuals
- demonstrates effective interpersonal communications techniques including negotiation and dispute resolution
- demonstrates effective written communication skills including appropriate report and letter writing
- maintains basic knowledge of all relevant State and Commonwealth Acts
- adheres to OH&S practices

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UNIT FNAMERC02B: REPOSSESS PROPERTY

This unit describes the functions associated with repossessing property.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNAMERC02B/01	Plan and prepare process	• Client's written instructions are accurately and clearly interpreted. • Subjects whereabouts is determined. • Location of property is accurately established.
FNAMERC02B/02	Negotiate repossession	• Most appropriate means of communication is used to establish contact and build rapport with debtor. • Reason for repossession is clearly communicated to the debtor. • Terms of settlement of the debt are canvassed to find a mutually acceptable resolution where possible. • Agreement is reached where possible for resolution of the debt.
FNAMERC02B/03	Repossess property	• Plan for execution of repossession is formulated within legal avenues and client's parameters. • Repossession is ethically arranged, facilitated and signed for on behalf of the client. • Police are advised to attend when required to maintain order. • Locksmith is engaged and oversighted in securing the property.
FNAMERC02B/04	Formulate report	• A report on the condition of the property is accurately compiled. • A full report on the repossession activity, disposal result and payment arrangements are promptly provided to the client. • Information gathered is synthesised into a coherent outcome. • Documentation of outcomes is clear, concise and is made accessible to all relevant staff.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	1
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Property may include:

- leased, purchased or hire purchased goods of all sorts (eg., cars, trucks, bikes)

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- business premises
- real estate

Clients may include:

- banks
- building societies
- credit unions
- employers (managers, supervisors, team leaders)
- finance companies
- financiers
- government agencies
- private companies
- other commercial agents
- solicitors

Means of communication may include:

- telephone calls
- personal discussion with debtors
- written advice to debtors who have a history of debt and require formal procedures

EVIDENCE GUIDE

Context for assessment:
Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors and assessment guidelines
- computer based system which facilitates recording of trainees' profiles and progress
- facilities for workplace or simulated environment assessment

Critical aspects of evidence will include:

- developing constructive responses when confronted with problems and difficulties
- good application of prior experience in problem solving in dealing with difficult situations in repossession of property
- maintaining knowledge of current legislative requirements and general developments in the mercantile agents' field
- ability to build and maintain rapport and trust with clients
- ability to liaise and cooperate with a variety of people
- awareness of client and community concerns
- taking personal responsibility for fully complying with legal obligations

Interdependent assessment of units:
This unit should be assessed in conjunction with:
FNBMERC01B - Collect Debts

Workplace Outcomes (Underpinning knowledge and skills):
The Evidence Guide is a set of guidelines which assist in the development of assessment instruments / tools to assess the competency of workers in the Mercantile Agents industry. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

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An individual working at this level:

- maintains current knowledge of the principles and procedures of repossession: notices of intention, authority to repossess, methods of repossession, ethics, post-repossession; current techniques of search and locating defaulters
- demonstrates: the ability to liaise effectively with a range of people; clear and accurate observation and analytical skills; negotiation and dispute resolution skills
- takes full responsibility for legal obligations and a professional/ethical approach to both client's and debtors
- maintains current knowledge of all relevant State and Commonwealth Acts
- maintains current knowledge of the role, procedures and relevant documentation of the various relevant court jurisdictions and appeals procedures
- maintains general business and organisational skills, appropriate report and letter writing; written and verbal communication; effective telephone techniques
- maintains current knowledge of securities and loans principles: factoring, guarantees, indemnity, securities over property, retention of title and liens
- maintains current knowledge of the role of the Australian Securities Commission in relation to businesses; principles of "limited liability"; principles of mortgaging, insolvency / bankruptcy and liquidation; principles of association under the Associations Incorporation Act; types and principles and obligations of trusts
- understands business principles, financial arrangements and legal obligations of sole trader, partnership and company businesses
- adheres to OH&S practices

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UNIT FNAMERC01B: COLLECT DEBTS

This unit describes the functions involved in negotiating and collecting debts.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNAMERC01B/01	Plan and prepare procedures	• Client's written instructions are accurately and clearly interpreted. • Subjects whereabouts is determined.
FNAMERC01B/02	Assess debtor	• Credit worthiness of debtor is established through the compilation of a valid and relevant credit history. • Information on debtor is cross-referenced for verification when necessary by file or document search. • Future action is determined in line with client needs.
FNAMERC01B/03	Negotiate debt payment / settlement within defined parameters	• Most appropriate means of communication is used to establish contact and build rapport with debtor. • Debt settlement is achieved in line with client needs through consultation with debtor, using mutually satisfactory negotiation techniques and appropriate industry codes of conduct. • Agreement to procedure for payment/settlement of debt is confirmed, within company policy and guidelines and is comprehensively recorded. • Decision is documented giving reasons for proceeding / not proceeding or taking further action, after discussion with management.
FNAMERC01B/04	Take appropriate action	• Take appropriate action in accordance with company policy and procedures.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	1
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Clients may include:

- banks
- building societies
- credit unions
- employers (managers, supervisors, team leaders)
- finance companies

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- financiers
- government agencies
- private companies
- other commercial agents
- solicitors

Credit worthiness may include:

- history of debtor from own data base
- reports as to worthiness from references
- reports from a credit reporting agency
- an appraisal using credit scoring or other such system
- a report from a bureau using industry specific information (trends etc.)

Parties in debt may include:

- an individual
- a company
- a business
- an association

Means of communication may include:

- telephone calls
- written advice to debtors who have a history of debt and require formal procedures
- personal discussion with debtors to provide advice and establish a common sense approach to resolution
- legal service documentation

Debt payment/settlements may include:

- verbal/written arrangements to proceed to pay
- verbal undertaking to pay over a specified term
- legal procedures required to elicit payment

Legal procedures may include:

- issue statement of claim
- serve demand or legal notices
- apply to court for writ of possession
- contact Sheriff for serving of legal document
- Garnishee Order

EVIDENCE GUIDE

Context for assessment:
Assessment of competency, including attainment of relevant knowledge and skills may be made through practical demonstration in an actual work environment or simulation of such an environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors and assessment guidelines
- record system which facilitates recording of trainees' profiles and progress
- facilities for workplace or simulated environment assessment

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Critical aspects of evidence will include:

- accurate compilation of debtors credit history
- ability to build and maintain rapport and trust with clients
- maintaining knowledge of current legislative requirements and general developments in the credit management and mercantile agents' field
- ability to successfully persuade debtors to come to a satisfactory agreement to repay
- understanding of the role of ethics and appropriate industry code of conduct in collection activities
- sound demonstration of telephone collection techniques

Interdependent assessment of units:
This unit may be assessed independently.

Workplace Outcomes (Underpinning knowledge and skills):
The Evidence Guide is a set of guidelines which assist in the development of assessment instruments / tools to assess the competency of workers in the Mercantile Agents Sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

An individual working at this level:

- demonstrates the ability to implement debt collection processes and underpinning legal obligations, current techniques of searching and locating defaulters
- demonstrates effective interpersonal skills including verbal communication, negotiation and dispute resolution and telephone techniques
- maintains current knowledge of relevant State and Commonwealth Acts and regulatory authorities
- maintains current knowledge of the role, procedures and relevant documentation of the various relevant court jurisdictions and appeals procedures
- maintains current knowledge of securities loans and principles, factoring, guarantees, indemnity, securities over property, retention of title and liens
- maintains current knowledge of the role of the Australian Securities and Investments Commission in relation to businesses, principles of limited liability, insolvency and bankruptcy, principles of association under the Associations Incorporation Act, types and principles and obligations of trusts, costing of contracts, as well as potential factors and issues
- understands business principles, financial arrangements and legal obligations of sole trader, partnership and company businesses
- has the ability to operate systems in a collection agency or credit management context
- understands business principles and legal obligations underpinning credit management functions and their relationship to agents
- demonstrates clear and accurate observation and analytical skills, general business and organisational skills, appropriate report and letter writing; developing, writing and interpreting strategies
- adheres to OH&S practices

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UNIT FNACRM08B: MANAGE ACCOUNTS

This unit outlines the management of errant debtors in line with relevant Credit Policy, having consideration for economic or commercial considerations.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNACRM08B/01	Negotiate debt repayment	• Terms are negotiated that are satisfactory to the customer and are within company policy guidelines. • Settlement schedules are negotiated, agreed and coordinated with customer according to company guidelines and with reference to particular customer circumstances. • Negotiation is conducted with a view to optimising ongoing good customer relations. • Outstanding disputes, issues, or customer requests are resolved through negotiation in a timely, considerate, and as far as practicable, non litigious manner.
FNACRM08B/02	Provide advice to debtors	• Debtors are advised clearly and reliably on relevant credit policy and guidelines. • Support and negotiation with customers is provided to minimise default accounts and customer dissatisfaction. • Ongoing liaison is provided to customers as required to promote mutually beneficial future business relations. • Debtors are referred to external organisations for independent advice.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	2

RANGE OF VARIABLES

Company/credit policy guidelines may cover:

- overall company goals and objectives
- trading terms and credit limits
- legal obligations and framework
- economic environment
- gathering information and its evaluation
- setting credit limits or credit lines for applications
- accepting and rejecting credit applications
- reviewing and adjusting credit limits for established customers
- collecting monies due the company
- applying customer payments to appropriate accounts

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- liaison, information dissemination and marketing to internal and external parties
- assistance to customers on billing and collection problems
- making billing adjustments to customer accounts
- maintenance of customer account files
- maintenance of security of invoice and other appropriate files
- supervision and development and training of credit staff
- minimising risk
- safe storage of security documentation

External organisations include:

- accountants
- information technologists specialists
- real estate agents
- management consultants
- financial consultants
- insolvency professionals
- Australian Institute of Credit Management

EVIDENCE GUIDE

Context for assessment:
Assessment of performance requirements in the unit should be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors and assessment guidelines
- system which facilitates recording of trainees' profiles and progress
- facilities for workplace or simulated environment assessment

Critical aspects of evidence will include:

- comprehensive understanding and ability to implement company credit policy
- strong communication skills to clarify information for all credit accounts
- ability to negotiate with customers a satisfactory outcome and show empathy for their circumstances in order to maximise future goodwill for the company
- a reliable and honest approach to assisting customers to select sound credit options and to thoroughly explain procedures and requirements

Interdependent assessment of units:
This unit should be assessed after competency has been demonstrated in units:
FNBCRM03B - Evaluate Credit Applications
FNBCRM04B - Monitor and Control Accounts
and in conjunction with:
FNBCRM06B - Facilitate Compliance with Statutory, Legislative and Legal Requirements
FNBCRM07B - Establish Securities to Minimise Risk

Workplace Outcomes (Underpinning knowledge and skills):
The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Credit Management sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

An employee working at this level:

- maintains a comprehensive knowledge of developments in the Credit Management sector and all company policy
- maintains sound knowledge of all relevant legislative requirements
- maintains current and comprehensive knowledge of the full range of credit options for requirements

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- develops and maintains strong interpersonal and negotiation skills
- is able to empathise when appropriate with customer circumstances or problems
- maintains knowledge of external agencies to provide professional advice
- adheres to OH&S requirements

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UNIT FNACRM06B: FACILITATE COMPLIANCE WITH STATUTORY, LEGISLATIVE AND LEGAL REQUIREMENTS

This unit examines appropriate education of staff and the support systems required.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNACRM06B/01	Educate staff in statutory, legislative and legal requirements	• Information needs and expectations of staff and management are elicited to develop company educational strategies. • A variety of strategies are developed to educate staff in all statutory, legislative and legal requirements. • Procedures and facilities are provided to ensure staff are informed and kept up to date. • Promotional material is developed using appropriate media and style to suit all relevant staff. • Staff feedback is sought and used to improve the provision of education.
FNACRM06B/02	Maintain appropriate records	• Staff records of attendance at educational and other relevant events are accurately maintained. • Staff compliance with statutory, legislative and legal requirements is assessed and recorded. • Staff feedback is thoroughly analysed, accurately recorded and kept up to date.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Statutory and legislative requirements may include:

- Credit Act/Code
- Privacy Act
- Trade Practices Act
- Fair Trading Act
- Companies and Securities Code
- Partnership Act
- Corporations law
- Consumer Credit
- The Bankruptcy Act
- The Magistrate's Court Act
- Small Debts Court Act or equivalent
- Evidence Reproduction Act or equivalent

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- Bills of Sale and Other Instruments Act
- Cheques and Payment Orders Act
- Door to Door Sales Act or equivalent
- Equal Opportunities
- Criminal Act
- Sales Tax Legislation
- Appropriate Sections of the Tax Act
- Sales of Goods Act

EVIDENCE GUIDE

Context for assessment:
Assessment of performance requirements in the unit should be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors and assessment guidelines
- system which facilitates recording of trainees' profiles and progress
- facilities for workplace or simulated environment assessment

Critical aspects of evidence will include:

- sound knowledge of all appropriate legislation and Common Law
- comprehensive understanding and ability to implement company credit policy
- ability to set compliance goals in line with statutory and company requirements
- sound strategic skills to determine the best way to continuously update and re-educate staff in essential knowledge and implementation skills
- ability to organise and produce promotional material to facilitate education/retraining of staff
- ability to assess extent and nature of compliance and devise reliable and useful documentation of staff achievements and progress towards compliance goals
- ability to seek and absorb staff feedback in furthering compliance goals and procedures

Interdependent assessment of units:
This unit should be assessed after competency has been demonstrated in units:
FNBCRM04B - Monitor and Control Accounts
FNBCRM03B - Evaluate Credit Applications

Workplace Outcomes (Underpinning knowledge and skills):
The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Credit Management sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

An employee working at this level:

- maintains a comprehensive knowledge of developments in the Credit Management sector and all company policy
- maintains sound knowledge of relevant legislative requirements
- maintains current and comprehensive knowledge of all means of recovery action and processes
- has a knowledge of current promotional practices and means of disseminating information
- develops and maintains strong interpersonal skills
- adheres to OH&S requirements
- retains a knowledge of staff functions and roles within the organisation

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UNIT FNACRM05B: MANAGE BAD/DOUBTFUL DEBTS

This unit enables the identification of bad and doubtful debts. It reviews possible recovery actions and the appropriate documentation required.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNACRM05B/01	Identify bad / doubtful debt	• Debtors ledger is regularly reviewed in accordance with company policy and guidelines to identify outstanding monies. • Further information required is sought from established sources. • Doubtful debt status is verified through liaison with debtors. • Correct reporting procedures and appropriate documentation for bad / doubtful debts are completed.
FNACRM05B/02	Plan recovery action	• Previous activities and communication with customers are thoroughly reviewed to establish adequacy of follow-up procedures, and whether all usual company recovery avenues have been exhausted. • Current company recovery procedures are checked and analysed to identify necessary recovery action. • Plan to pursue debt according to company guidelines or to initiate legal action is developed in accordance with company policy.
FNACRM05B/03	Prepare documentation	• The correct documents are prepared according to the type and cause of claim. • Appropriate documents are prepared according to the requirements of the appropriate jurisdiction.
FNACRM05B/04	Manage debt recoveries	• Appropriate sources for debt recovery are identified and engaged as required and within company guidelines. • Provision of adequate instructions is ensured. • Progress and performance of recovery action is thoroughly monitored and reviewed. • Legal action is implemented according to company policy and legislative guidelines. • Insolvency administration is managed in accordance with company policy.
FNACRM05B/05	Facilitate recovery / write-off decision	• Debt is assessed against company budget policy and credit granting guidelines to establish procedures to recover or to write off debt. • Opportunity for negotiation with customer is maximised by employing appropriate communication techniques. • Appropriate documentation to recover monies or to write off debt is accurately completed.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3

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Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Company policy and guidelines may cover:

- overall company goals and objectives
- trading terms and credit limits
- legal obligations and framework
- economic environment
- gathering information and its evaluation
- setting credit limits or credit lines for applications
- accepting and rejecting credit applications
- reviewing and adjusting credit limits for established customers
- collecting monies due the company
- fraud awareness
- recovery costs
- suspension of credit facilities
- applying customer payments to appropriate accounts
- liaison, information dissemination and marketing to internal and external parties
- assistance to customers on billing and collection problems
- making billing adjustments to customer accounts
- maintenance of customer account files
- maintenance of security of invoice and other appropriate files
- supervision and development and training of credit staff
- Sales Tax Legislation

Bad/doubtful debts are identified through:

- dishonoured cheques
- *ASIC* action
- return mail
- peer and trade associates
- close of business
- utilities cut off
- gazette listings
- sheriff notices/ads
- bank forgoes overdraft
- notice of administration
- letters from solicitors/accountants
- staff complaints
- warrant returned

Established sources may include:

- trade bureau
- reporting agencies
- industry representatives

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Legislative guidelines may include:

- Credit Act/Code
- Privacy Act
- Trade Practices Act
- Fair Trading Act
- Companies and Securities Code
- Partnership Act
- Corporations law
- Consumer Credit
- The Bankruptcy Act
- The Magistrate's Court Act
- Small Debts Court Act or equivalent
- Evidence Reproduction Act or equivalent
- Bills of Sale and Other Instruments Act
- Cheques and Payment Orders Act
- Door to Door Sales Act or equivalent
- Tax Law
- Criminal Act

Recovery actions may include:

- liaison with client
- legal action
- third party intervention
- return of goods
- retention of title
- debtor insurance
- exercising securities
- buy debt
- trade out

Documents may include:

- order for oral examination
- examination summons (persons before the court)
- garnishee order (of wages, bank account, contract)
- writ of seizure (performed by the bailiff)
- transfer to Federal Court of Bankruptcy (Statutory Limit)
- warrant of execution
- instalment order
- bankruptcy order

EVIDENCE GUIDE

Context for assessment:
Assessment of performance requirements in the unit should be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors and assessment guidelines
- system which facilitates recording of trainees' profiles and progress
- facilities for workplace or simulated environment assessment

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Critical aspects of evidence will include:

- sound knowledge of appropriate legislation and Common Law
- comprehensive understanding and ability to implement company credit policy
- strong liaison skills to clarify information for all credit accounts
- strong negotiation skills to resolve disputes, queries and problems
- ability to use data entry and recording systems

Interdependent assessment of units:
This unit should be assessed after competency has been demonstrated in units:
FNBCRM04B - Monitor and Control Accounts
FNBCRM03B - Evaluate Credit Applications
and in conjunction with:
FNBCRM06B - Facilitate Compliance with Statutory, Legislative and Legal Requirements

Workplace Outcomes (Underpinning knowledge and skills):
The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Credit Management sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

An employee working at this level:

- relates effectively to customers to clarify information, advocate strategies and negotiate outcomes
- maintains a comprehensive knowledge of developments in the Credit Management sector and company policy
- maintains sound knowledge of relevant legislative requirements
- maintains current and comprehensive knowledge of all means of recovery action and processes
- is able to liaise strongly with customers on all credit management business
- develops and maintains strong interpersonal skills, telephone skills and writing skills
- adheres to OH&S requirements

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UNIT FNACRM02B: ADMINISTER ACCOUNTS

This unit deals with the correct administration of allocating payments, reconciling accounts and maintenance of customer details in line with best practice.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FNACRM02B/01	Allocate customer payments	• Service to customers is prompt and documents are completed and processed quickly and accurately to maximise customer satisfaction. • Payments are allocated correctly to the appropriate customer accounts. • Receipts are banked according to company guidelines.
FNACRM02B/02	Reconcile accounts	• Accurate responses are given to customers with any billing or account queries. • Billing adjustments are accurately made to the correct customer accounts. • Any sales-related or other customer complaints are responded to appropriately and promptly in accordance with company policy.
FNACRM02B/03	Maintain customer details	• Details on all customer account files are kept accurate and up to date. • Sources of customer details are checked for reliability and verified where necessary.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Account files

- Account files may be electronic or paper based.

Documents may include:

- delivery dockets (signed)
- credit or debit notes
- purchase orders
- aged debtors trial balance
- customer account reconciliations

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- customer statements
- dishonoured cheques
- account maintenance forms
- audit trails
- cash allocation/journal processing

Details on customer accounts may include:

- customer file / identification number
- invoice / account number
- customer name
- customer delivery and postal address(es)
- customer contact telephone number(s)
- payment due
- payment due date
- part payment details
- outstanding amount details
- ACN Numbers
- facsimile numbers/electronic address(s)
- credit limit

Billing adjustments may include:

- full payment received
- part payment received
- outstanding amount
- cancellation fees
- reimbursement fees
- claims
- refunds
- discounts
- interest charges
- sales tax

EVIDENCE GUIDE

Context for assessment:
Assessment of performance requirements in the unit should be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment.

Specialised resources required for training and assessment include:

- availability of qualified assessors and assessment guidelines
- system which facilitates recording of trainees' profiles and progress
- facilities for workplace or simulated environment assessment

Critical aspects of evidence will include:

- validating of account details
- basic knowledge of appropriate legislation
- understanding and implementation of company credit policy
- sufficient liaison skills to clarify information for basic credit accounts
- ability to use data entry and recording systems

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Interdependent assessment of units:
Competency in these units should be demonstrated either prior to or in conjunction with assessment of the current unit.
FNBFS01A – Work Within a Financial Services Context
FNBFS02A – Communicate in the Workplace
FNBFS03A – Work as Part of a Team
FNBFS04A – Use Technology in the Workplace
FNBFS05A – Apply Health and Safety Practices in the Workplace
FNBFS06A – Resolve Customer Complaints
FNACRM01B - Process Credit Applications **or**FNARFS06A - Process Loan Applications
FNAMERC01B - Collect Debts

Workplace Outcomes (Underpinning knowledge and skills):
The Evidence Guide is a guideline which assists in the development of assessment instruments / tools to assess the competency of workers in the Credit Management sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit.

An employee working at this level:

- is able to process account applications effectively and efficiently
- relates effectively to customers to clarify, discuss and update account information
- enters new information into databases
- records, updates and files correspondence and documentation
- is able to explain and use the filing system and its codes and maintains the filing system to ensure it operates effectively
- maintains a basic knowledge of general developments in the Credit Management sector and company policy
- develops and maintains interpersonal skills, telephone skills and writing skills
- adheres to OH&S requirements

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Local Government Training Package

Frontline Management

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT BSXFMI404A: 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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI404A/04	Participate in, and facilitate the work team	• Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes. • Individuals and teams are actively encouraged to take individual and joint responsibility for their actions. • The diversity of individual's knowledge and skills is used to enhance team performance. • The team receives support to identify and resolve problems which impede its performance.
BSXFMI404A/03	Manage and develop team performance.	• The team is supported in making decisions within its agreed roles and responsibilities. • The results achieved by the team contribute positively to the organisation's business plans. • Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals. • Mentoring and coaching supports team members to enhance their knowledge and skills. • Delegates' performance is monitored to confirm that they have completed their delegation/assignment.
BSXFMI404A/02	Develop team commitment and co-operation.	• The team uses open communication processes to obtain and share information. • The team encourages and exploits innovation and initiative. • Support is provided to the team to develop mutual concern and camaraderie.
BSXFMI404A/01	Participate in team planning.	• The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives. • The team performance plan contributes to the organisation's business plan, policies and practices. • The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies. • The team includes in its plans ways in which it can benefit from the diversity of its membership.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	1

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 and 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

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Teams may be one or a mixture of:

- on-going
- work-based
- project-based
- cross-functional

Teams may include:

- full time employees
- contractors
- part time employees

Frontline management roles in teams may include:

- leader
- facilitator
- participant
- coach
- mentor

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:

- acquires and uses information appropriate to work responsibility
- establishes among teams a commitment to the organisation's goals, values and plans
- manages work effectively to achieve goals and results
- makes decisions within responsibility and authority
- provides clear direction in devolving responsibility and accountability
- provides constructive feedback to delegates
- monitors/proposes ways to improve team performance
- works effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- uses effective consultative processes
- encourages teams to openly propose, discuss and resolve issues
- deals with conflict before it adversely affects team performance
- treats people openly and fairly
- supports team to share knowledge and skills
- promotes available learning methods to support team
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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UNIT BSXFMI402A: PROVIDE LEADERSHIP IN THE WORKPLACE

Frontline management has an important leadership role in the development of the organisation. This will be most evident in the manner in which they conduct themselves, the initiative which they take in influencing others, and the way they manage their responsibilities.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI402A/04	Make informed decisions	• Information relevant to the issue(s) under consideration is gathered and organised. • Individuals/teams participate actively in the decision making processes. • Options are examined and their associated risks assessed to determine preferred course(s) of action. • Decisions are timely and communicated clearly to individuals/teams. • Plans to implement decisions are prepared and agreed by relevant individuals/teams. • Feedback processes are used effectively to monitor the implementation and impact of decisions.
BSXFMI402A/03	Influence individuals and teams positively	• Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work. • Individual's/team's efforts and contributions are encouraged, valued and rewarded. • Ideas and information receive the acceptance and support of colleagues.
BSXFMI402A/02	Enhance the organisation's image	• The organisation's standards and values are used in conducting business. • Standards and values considered to be damaging to organisation are questioned through established communication channels. • Personal performance contributes to developing an organisation which has integrity and credibility.
BSXFMI402A/01	Model high standards of management performance	• Performance plans are developed and implemented in accordance with the organisation's goals and objectives. • Key performance indicators are developed within the team's/organisation's business plans • Performance meets the organisation's requirements. • Performance serves as positive role model for others.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	1

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 and 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
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

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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:

- achieves planned results
- acquires and uses information appropriate to work responsibility
- makes decisions within responsibility and authority
- explains the organisation's goals, values and objectives
- establishes and monitors Key Performance Indicators for individuals/teams
- manages work effectively to achieve goals and results
- monitors/introduces practices to improve performance
- operates effectively in diverse work environments and contexts
- uses modern management techniques in work performance
- uses effective consultative processes
- communicates routine and non-routine information clearly to senior managers, peers and subordinates
- promotes available learning methods to support colleagues' competence
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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UNIT BSXFMI407A: 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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI407A/03	Monitor, adjust and report customer service.	• The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards. • customer feedback is sought and used to improve the provision of products/services. • Resources are used effectively and efficiently to provide quality products/services to customers. • Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups. • Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes. • Records, reports and recommendations are managed within the organisation's systems and processes.
BSXFMI407A/02	Ensure delivery of quality products/services.	• Products/services are delivered to customer specifications within the team's/organisation's business plan. • Individual/team performance consistently meets quality, safety, resource and delivery standards. • Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards.
BSXFMI407A/01	Plan to meet internal and external customer requirements.	• The needs of customers are researched, understood, and assessed, and included in the planning process. • Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2

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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, practices and processes

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:

- manages work effectively to achieve goals and results
- manages products/services within budget constraints
- makes decisions within responsibility and authority
- acquires and uses information appropriate to work responsibility
- monitors/introduces ways to improve products/services
- uses effective consultative processes
- ensures that legislation and standards are met
- develops and maintains effective communication with customers
- seeks customer feedback and acts on constructive advice
- treats people openly and fairly
- promotes available learning methods to enable colleagues to maintain current competence
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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UNIT BSXFMI307A: 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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI307A/03	Monitor, adjust and report customer service.	• The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards. • customer feedback is sought and used to improve the provision of products/services. • Resources are used effectively and efficiently to provide quality products/services to customers. • Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups. • Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes. • Records, reports and recommendations are managed within the organisation's systems and processes.
BSXFMI307A/02	Ensure delivery of quality products/services.	• Products/services are delivered to customer specifications within the team's/organisation's business plan. • Individual/team performance consistently meets quality, safety, resource and delivery standards. • Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards.
BSXFMI307A/01	Plan to meet internal and external customer requirements.	• The needs of customers are researched, understood, and assessed, and included in the planning process. • Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2

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RANGE OF VARIABLES

At ASF level 3 frontline management will normally be engaged in a workplace context in which they:

- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- 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 in using resources, services and processes to
- achieve outcomes within time constraints

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business performance plans
- defined resource limits
- ethical standards
- products/services standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning methods may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Resources may include:

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

Customers may be:

- internal or external
- drawn from existing or new sources

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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 3, frontline management:

- manages work to achieve goals and results
- manages products/services within budget constraints
- makes decisions within responsibility and authority
- uses routine information appropriate to work responsibility
- monitors/introduces ways to improve products/services
- uses effective consultative processes
- ensures that legislation and standards are met
- develops and maintains effective communication with customers
- seeks customer feedback and acts on constructive advice
- treats people openly and fairly
- promotes available learning methods to assist colleagues
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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UNIT BSXFMI305A: 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 pivotal role is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI305A/04	Monitor resource usage	• Systems and processes are monitored to establish whether resources are being used as planned. • Problems with resource usage are investigated and rectified and/or reported to designated persons/groups. • Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard. • Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisation's requirements.
BSXFMI305A/03	Monitor operational performance.	• Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets. • Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance. • Unsatisfactory performance is identified and prompt action is taken to rectify the situation. • Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.
BSXFMI305A/02	Acquire resources to achieve operational plan.	• Employees are recruited and inducted within the organisation's human resource management policies and practices. • Physical resources and services are acquired in accord with the organisation's practices and procedures.

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BSXFMI305A/01	Plan resource use to achieve profit/productivity targets.	• Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers. • Operational plans contribute to the achievement of the organisation's performance/business plan. • Operational plans identify available resources, taking into account customer needs and the organisation's plans. • Plans to maximise value gained from the diversity of the organisation's resources. • Contingency plans are prepared in the event that initial plans need to be varied.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

At ASF level 3 frontline management will normally be engaged in a workplace context in which they:

- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- 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 in using resources, services and processes to achieve outcomes within time constraints.

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:

- 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 limits

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 3, frontline management:

- manages work to achieve goals and results
- uses routine information appropriate to work responsibility
- makes decisions within responsibility and authority
- organises and uses resources to achieve business plans
- manages resources within the accountability requirements
- eliminates/minimises resource inefficiencies and waste
- ensures that legislative requirements are met in work operations

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- monitors/introduces ways to improve operations
- uses effective consultative processes
- seeks feedback and acts on constructive advice
- promotes available learning methods to assist colleagues
- uses simple information management systems
- selects and uses available technology appropriate to the task
- records/reports information within established systems
- uses the key competencies to achieve results.

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UNIT BSXFMI304A: 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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI304A/04	Participate in, and facilitate the work team	• Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes. • Individuals and teams are actively encouraged to take individual and joint responsibility for their actions. • The diversity of individual's knowledge and skills is used to enhance team performance. • The team receives support to identify and resolve problems which impede its performance.
BSXFMI304A/03	Manage and develop team performance.	• The team is supported in making decisions within its agreed roles and responsibilities. • The results achieved by the team contribute positively to the organisation's business plans. • Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals. • Mentoring and coaching supports team members to enhance their knowledge and skills. • Delegates' performance is monitored to confirm that they have completed their delegation/assignment.
BSXFMI304A/02	Develop team commitment and co-operation.	• The team uses open communication processes to obtain and share information. • The team encourages and exploits innovation and initiative. • Support is provided to the team to develop mutual concern and camaraderie.
BSXFMI304A/01	Participate in team planning.	• The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives. • The team performance plan contributes to the organisation's business plan, policies and practices. • The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies. • The team includes in its plans ways in which it can benefit from the diversity of its membership.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

At ASF level 3 frontline management will normally be engaged in a workplace context in which they:

- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- 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 in using resources, services and processes to achieve outcomes within time constraints

Frontline management will normally operate in a relatively simple 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
- performance/business plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace.

A range of learning methods may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

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Teams maybe one or a mixture of:

- on-going
- work-based
- project-based
- cross-functional

Teams may include:

- full time employees
- contractors
- part time employees

Frontline management roles in teams may include:

- leader
- facilitator
- participant
- coach
- mentor

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 3, frontline management:

- manages work to achieve goals and results
- uses routine information appropriate to work responsibility
- establishes among teams a commitment to the organisation's goals, values and plans
- monitors/proposes ways to improve team performance
- makes decisions within responsibility and authority
- uses effective consultative processes
- encourages team members to openly propose, discuss and resolve issues
- deals with conflict before it adversely affects team performance
- treats people openly and fairly
- supports team to share knowledge and skills
- promotes available learning methods to support team
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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UNIT BSXFMI502A: PROVIDE LEADERSHIP IN THE WORKPLACE

Frontline management has an important leadership role in the development of the organisation. This will be most evident in the manner in which they conduct themselves, the initiative which they take in influencing others, and the way they manage their responsibilities.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI502A/04	Make informed decisions	• Information relevant to the issue(s) under consideration is gathered and organised. • Individuals/teams participate actively in the decision making processes. • Options are examined and their associated risks assessed to determine preferred course(s) of action. • Decisions are timely and communicated clearly to individuals/teams. • Plans to implement decisions are prepared and agreed by relevant individuals/teams. • Feedback processes are used effectively to monitor the implementation and impact of decisions.
BSXFMI502A/03	Influence individuals and teams positively	• Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work. • Individual's/team's efforts and contributions are encouraged, valued and rewarded. • Ideas and information receive the acceptance and support of colleagues.
BSXFMI502A/02	Enhance the organisation's image	• The organisation's standards and values are used in conducting business. • Standards and values considered to be damaging to organisation are questioned through established communication channels. • Personal performance contributes to developing an organisation which has integrity and credibility.
BSXFMI502A/01	Model high standards of management performance	• Performance meets the organisation's requirements. • Performance serves as positive role model for others. • Performance plans are developed and implemented in accordance with the organisation's goals and objectives. • Key performance indicators are developed within the team's/organisation's business plans

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3

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Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use 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 diverse and complex workplace environments in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing

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 5, frontline management:

- manages effectively in diverse work environments and contexts
- achieves planned results
- researches, acquires and uses information appropriate to work responsibility
- makes decisions within responsibility and authority

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- explains the organisation's goals, values and objectives
- negotiates, establishes and monitors Key Performance Indicators for individuals/teams
- manages work effectively to achieve goals and results
- monitors/introduces practices to improve performance
- uses modern management techniques in work performance
- contributes to the organisation's standards and values
- uses effective consultative processes
- communicates routine and non-routine information clearly to senior managers, peers and subordinates
- promotes available learning methods to support colleagues' competence
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI510A/03	Manage emerging challenges and opportunities.	• Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities. • Coaching and mentoring assists individuals/teams develop competencies to handle change efficiently and effectively. • The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation. • Individuals/teams are kept informed of progress in the implementation of change. • Recommendations for improving the methods/techniques to manage change are negotiated with designated persons/groups.
BSXFMI510A/02	Develop creative and flexible approaches and solutions.	• Alternative approaches to managing workplace issues and problems are identified and analysed. • Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation. • The workplace is managed in a way which promotes the development of innovative approaches and outcomes. • Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment.
BSXFMI510A/01	Participate in planning the introduction of change.	• The manager contributes effectively in the organisation's planning processes to introduce change. • Plans to introduce change are made in consultation with designated individuals/groups. • The organisation's objectives and plans to introduce change are explained clearly to individuals/teams.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3

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Using mathematical ideas and techniques	2
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use 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 diverse and complex workplace environments in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:

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

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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 5, frontline management:

- manages work effectively to achieve goals and results
- explains the organisation's methods to introduce change
- researches, acquires and uses information appropriate to work responsibility
- identifies opportunities to introduce change in a diverse/complex workplace
- responds promptly to new situations by developing appropriate strategies and plans
- 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
- uses management style(s) which facilitates change
- monitors/introduces practices to improve performance
- establishes with team appropriate change management processes
- 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
- uses the key competencies to achieve results.

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UNIT BSXFMI509A: IMPLEMENT AND MONITOR CONTINUOUS IMPROVEMENTS TO SYSTEMS AND PROCESSES

Frontline management has an active role in managing the continuous improvement process in achieving the organisation's quality 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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI509A/03	Consolidate opportunities for further improvement.	• Individuals/teams are informed of savings and productivity improvements in achieving the business plan. • Work performance is documented and the information is used to identify opportunities for further improvement. • Records, reports and recommendations for improvement are managed within the organisation's systems and processes.
BSXFMI509A/02	Monitor, adjust and report performance.	• The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved. • Customer service is strengthened through the use of continuous improvement techniques and processes. • Plans are adjusted and communicated to those who have a role in their development and implementation.
BSXFMI509A/01	Implement continuous improvement systems and processes.	• Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and authority. • The organisation's continuous improvement processes are communicated to individuals/teams. • Mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	3
Working with others and in teams	3

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RANGE OF VARIABLES

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use 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 diverse and complex workplace environments in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:

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

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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 5, frontline management:

- manages work effectively to achieve goals and results
- develops a workplace culture which supports continuous improvement
- explains the organisation's continuous improvement methods
- researches, acquires and uses information appropriate to work responsibility
- provides leadership to colleagues in the implementation of continuous improvement processes
- monitors/introduces ways to improve performance
- encourages ideas and feedback to improve processes
- prepares and negotiates recommendations to improve the continuous improvement processes
- gains the commitment of individuals/teams to continuous improvement principles and practices
- develops ways of individuals/teams implementing continuous improvement processes
- uses effective consultative processes
- promotes available learning methods
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies.

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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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI507A/03	Monitor, adjust and report customer service.	• The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards. • customer feedback is sought and used to improve the provision of products/services. • Resources are used effectively and efficiently to provide quality products/services to customers. • Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups. • Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes. • Records, reports and recommendations are managed within the organisation's systems and processes.
BSXFMI507A/02	Ensure delivery of quality products/services.	• Products/services are delivered to customer specifications within the team's/organisation's business plan. • Individual/team performance consistently meets quality, safety, resource and delivery standards. • Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards.
BSXFMI507A/01	Plan to meet internal and external customer requirements.	• The needs of customers are researched, understood, and assessed, and included in the planning process. • Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2

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Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use 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 diverse and complex workplace environments in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:

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

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Customers may be:

- internal or external
- drawn from existing or new
- sources

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 5, frontline management:

- manages work effectively to achieve goals and results
- manages products/services within budget constraints
- makes decisions within responsibility and authority in a diverse and complex workplace
- researches, acquires and uses information appropriate to work responsibility
- monitors/introduces ways to improve products/services
- uses effective consultative processes
- ensures that legislation and standards are met in providing customer service
- develops and maintains effective communication with customers
- seeks customer feedback and acts on constructive advice
- treats people openly and fairly
- promotes available learning methods to enable colleagues to maintain current competence
- prepares and negotiates recommendations to improve customer service
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI506A/05	Prepare resource proposals.	• Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management. • Estimates of resource needs and utilisation reflects the organisation's business plans, and customer and supplier requirements. • Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes.
BSXFMI506A/04	Prepare business plans/budgets.	• Individuals/teams are involved in business plan/budget preparation in a way which uses their contribution effectively and gains their support for the outcomes. • Business plans/budgets are prepared and presented in accordance with the organisation's guidelines and requirements. • Contingency plans are prepared in the event that alternative action is required.
BSXFMI506A/03	Use management information systems.	• Management information systems are used effectively to store and retrieve data for decision making. • Technology available in the work area/organisation is used to manage information efficiently and effectively. • Recommendations for improving the information system are submitted to designated persons/groups.
BSXFMI506A/02	Collect, analyse and report information.	• Collection of information is timely and relevant to the needs of individuals/teams. • Information is in a format suitable for analysis, interpretation and dissemination. • Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired.
BSXFMI506A/01	Identify and source information needs	• The information needs of individuals/teams is determined and the sources are identified. • Information held by the organisation is reviewed to determine suitability and accessibility. • Plans are prepared to obtain information which is not available/accessible within the organisation.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use 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 diverse and complex workplace environments in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- and processes
- processes and standards
- business and performance plans
- resources, which maybe subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

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Resources may include:

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

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 5, frontline management:

- manages work effectively to achieve goals and results
- researches, acquires and uses information appropriate to work responsibility
- makes decisions within responsibility and authority in a diverse and complex workplace
- monitors/improves ways to manage information
- explains basic financial concepts in business plans/budgets
- prepares financial information within standard format
- prepares resource proposals within budget constraints
- explains methods to gain efficiencies in resource management
- prepares and negotiates recommendations to improve the organisation's information systems
- ensures that legislative requirements are met in resource plans
- promotes available learning methods to support colleagues
- uses effective consultative processes
- communicates with colleagues who have specialist responsibilities in financial and resource management
- prepares and negotiates recommendations to improve information systems
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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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 pivotal role is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI505A/04	Monitor resource usage	• Systems and processes are monitored to establish whether resources are being used as planned. • Problems with resource usage are investigated and rectified and/or reported to designated persons/groups. • Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard. • Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisation's requirements.
BSXFMI505A/03	Monitor operational performance.	• Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets. • Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance. • Unsatisfactory performance is identified and prompt action is taken to rectify the situation. • Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.
BSXFMI505A/02	Acquire resources to achieve operational plan.	• Employees are recruited and inducted within the organisation's human resource management policies and practices. • Physical resources and services are acquired in accord with the organisation's practices and procedures.
BSXFMI505A/01	Plan resource use to achieve profit/productivity targets.	• Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers. • Operational plans contribute to the achievement of the organisation's performance/business plan. • Operational plans identify available resources, taking into account customer needs and the organisation's plans. • Plans to maximise value gained from the diversity of the organisation's resources. • Contingency plans are prepared in the event that initial plans need to be varied.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use 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 diverse and complex workplace environments in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- and processes
- processes and standards
- business and performance plans
- resources, which maybe subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

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Resources may include:

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

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 5, frontline management:

- manages work effectively to achieve goals and results
- researches, acquires and uses information appropriate to responsibility
- makes decisions within responsibility and authority in a diverse and complex workplace
- participates effectively in wider organisational processes which have an effect on operational performance
- organises and uses resources to achieve business plans
- provides input to the organisation's planning processes
- eliminates/minimises resource inefficiencies and waste
- creates products/services which are safe for customer use
- develops alternative and innovative approaches to improve resource use
- ensures that legislative requirements are met in work operations
- prepares and negotiates recommendations to change operations
- uses effective consultative processes
- feedback and acts on constructive advice
- promotes available learning methods to assist colleagues
- uses information management systems
- selects and uses available technology appropriate to the task
- records/reports information within established systems
- uses the key competencies to achieve results.

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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 pivotal role is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI405A/04	Monitor resource usage	• Systems and processes are monitored to establish whether resources are being used as planned. • Problems with resource usage are investigated and rectified and/or reported to designated persons/groups. • Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard. • Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisation's requirements.
BSXFMI405A/03	Monitor operational performance.	• Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets. • Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance. • Unsatisfactory performance is identified and prompt action is taken to rectify the situation. • Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.
BSXFMI405A/02	Acquire resources to achieve operational plan.	• Employees are recruited and inducted within the organisation's human resource management policies and practices. • Physical resources and services are acquired in accord with the organisation's practices and procedures.
BSXFMI405A/01	Plan resource use to achieve profit/productivity targets.	• Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers. • Operational plans contribute to the achievement of the organisation's performance/business plan. • Operational plans identify available resources, taking into account customer needs and the organisation's plans. • Plans to maximise value gained from the diversity of the organisation's resources. • Contingency plans are prepared in the event that initial plans need to be varied.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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

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Resources may include:

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

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:

- manages work effectively to achieve goals and results
- acquires and uses information appropriate to responsibility
- makes decisions within responsibility and authority
- participates effectively in wider organisational processes which have an effect on operational performance
- organises and uses resources to achieve business plans
- provides input to the organisation's planning processes
- eliminates/minimises resource inefficiencies and waste
- creates products/services which are safe for customer use
- develops alternative approaches to improve resource use
- ensures that legislative requirements are met in work operations
- prepares and negotiates recommendations to change operations
- uses effective consultative processes
- seeks feedback and acts on constructive advice
- promotes available learning methods to assist colleagues
- uses information management systems
- selects and uses available technology appropriate to the task
- records/reports information within established systems
- uses the key competencies to achieve results.

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UNIT BSXFMI406A: 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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI406A/05	Prepare resource proposals.	• Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management. • Estimates of resource needs and utilisation reflects the organisation's business plans, and customer and supplier requirements. • Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes.
BSXFMI406A/04	Prepare business plans/budgets.	• Individuals/teams are involved in business plan/budget preparation in a way which uses their contribution effectively and gains their support for the outcomes. • Business plans/budgets are prepared and presented in accordance with the organisation's guidelines and requirements. • Contingency plans are prepared in the event that alternative action is required.
BSXFMI406A/03	Use management information systems.	• Management information systems are used effectively to store and retrieve data for decision making. • Technology available in the work area/organisation is used to manage information efficiently and effectively. • Recommendations for improving the information system are submitted to designated persons/groups.
BSXFMI406A/02	Collect, analyse and report information.	• Collection of information is timely and relevant to the needs of individuals/teams. • Information is in a format suitable for analysis, interpretation and dissemination. • Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired.
BSXFMI406A/01	Identify and source information needs	• The information needs of individuals/teams is determined and the sources are identified. • Information held by the organisation is reviewed to determine suitability and accessibility. • Plans are prepared to obtain information which is not available/accessible within the organisation.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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
- and processes
- 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

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Resources may include:

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

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:

- manages work effectively to achieve goals and results
- acquires and uses information appropriate to work responsibility
- makes decisions within responsibility and authority
- monitors/improves ways to manage information
- explains basic financial concepts in business plans/budgets
- prepares basic financial information within standard format
- prepares resource proposals within budget constraints
- prepares and negotiates recommendations to improve the organisation's information systems
- ensures that legislative requirements are met in plans
- promotes available learning methods to support colleagues
- uses effective consultative processes
- communicates with colleagues who have specialist responsibilities in financial and resource management
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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UNIT BSXFMI411A: 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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI411A/03	Monitor and improve learning effectiveness.	• Performance of individuals/teams is monitored to determine the type and extent of additional work-based support. • Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements. • Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning. • Records and reports of competency are documented and maintained within the organisation's systems and procedures.
BSXFMI411A/02	Facilitate and promote learning.	• Workplace activities are used as opportunities for learning. • Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes. • The benefits of learning are shared with others in the team/organisation. • Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.
BSXFMI411A/01	Create learning opportunities.	• Workplace environments which facilitate learning are developed and supported. • Learning plans are developed as an integral part of individual/team performance plans. • Learning plans reflect the diversity of needs and learning opportunities. • Individual/team access to, and participation in, learning opportunities is facilitated. • Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3

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Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	2

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

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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

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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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI511A/03	Monitor and improve learning effectiveness.	• Performance of individuals/teams is monitored to determine the type and extent of additional work-based support. • Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements. • Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning. • Records and reports of competency are documented and maintained within the organisation's systems and procedures.
BSXFMI511A/02	Facilitate and promote learning.	• Workplace activities are used as opportunities for learning. • Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes. • The benefits of learning are shared with others in the team/organisation. • Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.
BSXFMI511A/01	Create learning opportunities.	• Workplace environments which facilitate learning are developed and supported. • Learning plans are developed as an integral part of individual/team performance plans. • Learning plans reflect the diversity of needs and learning opportunities. • Individual/team access to, and participation in, learning opportunities is facilitated. • Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3

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Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use 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 diverse and complex workplace environments in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

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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 5, frontline management:

- promotes a learning culture in a diverse and complex workplace
- manages work effectively to achieve goals and results
- explains basic principles of adult learning
- develops links between work and learning
- uses coaching and mentoring to assist knowledge/skill formation
- monitors/introduces ways for people to develop knowledge and skills
- facilitates opportunities for learning
- encourages colleagues to share their knowledge and skills
- creates opportunities for individuals/teams to learn from workplace performance
- negotiates with training and development specialists individual/team learning needs
- provides the opportunity for off-the-job learning to be applied in workplace
- promotes available learning methods to support colleagues
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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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.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI504A/04	Participate in, and facilitate the work team	• Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes. • Individuals and teams are actively encouraged to take individual and joint responsibility for their actions. • The diversity of individual's knowledge and skills is used to enhance team performance. • The team receives support to identify and resolve problems which impede its performance.
BSXFMI504A/03	Manage and develop team performance.	• The team is supported in making decisions within its agreed roles and responsibilities. • The results achieved by the team contribute positively to the organisation's business plans. • Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals. • Mentoring and coaching supports team members to enhance their knowledge and skills. • Delegates' performance is monitored to confirm that they have completed their delegation/assignment.
BSXFMI504A/02	Develop team commitment and co-operation.	• The team uses open communication processes to obtain and share information. • The team encourages and exploits innovation and initiative. • Support is provided to the team to develop mutual concern and camaraderie.
BSXFMI504A/01	Participate in team planning.	• The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives. • The team performance plan contributes to the organisation's business plan, policies and practices. • The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies. • The team includes in its plans ways in which it can benefit from the diversity of its membership.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use 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 diverse and complex workplace environments in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- and processes
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

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Teams may be one or a mixture of:

- on-going
- work-based
- project-based
- cross-functional

Teams may include:

- full time employees
- contractors
- part time employees

Frontline management roles in teams may include:

- leader
- facilitator
- participant
- coach
- mentor

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 5, frontline management:

- manages work effectively to achieve goals and results
- researches, acquires and uses information appropriate to work responsibility
- establishes among teams a commitment to the organisation's goals, values and plans
- makes decisions within responsibility and authority in a diverse and complex workplace
- provides clear direction in devolving responsibility and accountability
- provides constructive feedback to delegates
- monitors/proposes ways to improve team performance
- works effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- promotes networking between teams for mutual benefit
- uses effective consultative processes
- encourages teams to openly propose, discuss and resolve issues
- deals with conflict before it adversely affects team performance
- recognises rewards and supports team achievement
- supports team to share knowledge and skills
- promotes available learning methods to support team
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.

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Local Government Training Package

Information Technology

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT ICAITS015B: INSTALL SOFTWARE APPLICATIONS

This unit defines the competency required to install software applications under instruction

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS015B/03	Install software or upgrade.	• Upgrades are installed to meet supervisor instructions. • Process is undertaken so clients experience minimal disruption. • Computer is installed to accept software. • Testing and acceptance in line with corporate guidelines are carried out. • Client requirements are satisfied. Amendments are made as required for client, or client is referred to appropriate person/supervisor, if necessary.
ICAITS015B/02	Obtain software or software upgrade.	• Software is obtained under instruction from management or supervisor. • Licensing requirements are determined and recorded in line with organisation guidelines.
ICAITS015B/01	Determine software or software upgrade requirements of clients.	• Client requirements are documented and reported to supervisor. • Supervisor's instructions to meet client requirements are acted on in line with organisation guidelines, corporate purchasing, licensing arrangements, and budget.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Planning and organising activities	2
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

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RANGE OF VARIABLES

Software

Variables may include but are not limited to: commercial software applications; organisational specific software; Operating systems - stand alone PC systems and network operating systems; word processing, spreadsheet, database, graphics, communication packages or any applications as used by the organisation; software installation instructions and manuals; range of suppliers.

Hardware

Includes personal computers but not networks.

Organisation

Variables may include but are not limited to: contracting arrangements relating to Information Technology purchasing; licensing requirements and supplier options; storage and retrieval of product licenses; storage of Information Technology equipment and documentation storage and retrieval of product licenses; storage of Information Technology equipment and documentation; testing standards.

EVIDENCE GUIDE

Underpinning knowledge of includes:

- Organisational guidelines for purchasing.
- Broad general knowledge of licensing arrangements and responsibilities.
- Broad general knowledge of software copyright responsibilities.
- Broad general knowledge of operating systems supported by the organisation.
- Broad general knowledge of hardware storage devices.
- Broad general knowledge of Input/output devices.
- Broad general knowledge of the client business domain.

Underpinning skills include:

- General Customer Service
- Decision making in a limited range of options.
- Problem solving of known problems in routine procedures.
- Plain English literacy and communication skills in relation to the presentation of information.
- Report writing skills for business requiring some analysis and evaluation of information in a defined range of areas.

Critical aspects of evidence

Assessment must confirm the ability to install software applications through operating system instructions and to configure computer to accept new software or upgrade.

Interdependent assessment of units

This unit may be assessed with any of the following: ICAITS014B, ICAITS017B, ICAITS020B, ICAITS112A The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources

Competency may be assessed in a simulated work environment or the work place. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context

Work is carried out under routine supervision. An individual demonstrating this Unit would be able to: demonstrate basic operational knowledge in a moderate range of areas; apply a defined range of skills; apply known solutions to a limited range of predictable problems; perform a range of tasks where choice between a limited range of options is required; assess and record information from varied sources; and take limited responsibility for ones own output in work and learning.

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UNIT ICAITU006B: OPERATE COMPUTING PACKAGES

This unit defines the competency required to identify, select and correctly operate desktop applications for a range of purposes

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITU006B/04	Use keyboard and equipment.	• Occupational Health and Safety regulations are followed for correct posture, lighting and length of time in front of computer. • Keyboarding is carried out according to organisation guidelines on speed and accuracy.
ICAITU006B/03	Access and use help.	• On line help is accessed and used to overcome basic difficulties with applications. • Manuals and training booklets are used to solve minor problems. • Request are logged with help desk if requiring further help.
ICAITU006B/02	Access, retrieve and manipulate data.	• Software application is opened. • Required file is accessed and is amended according to requirements. • Documents are produced to meet organisational requirements in a manner that incorporates OH&S practices. • File is saved in appropriate directories. • Applications are exited without loss of data.
ICAITU006B/01	Use appropriate software.	• Requirements of task are identified. • Appropriate software is selected to perform task. • Software is used to produce required outcome using a range of features and functions. • Documents are saved and stored in appropriate directories.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

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Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Hardware
Variables may include but are not limited to personal computers and networked systems.

Document
Variables may include but are not limited to: established files and applications.

Software
Variables may include but are not limited to: commercial software applications; organisational specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities.

Organisational
May include but are not limited to: keyboarding and accuracy as per organisation guidelines; Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations; security procedures.

IT components
Can include hardware, software and communications packages.

Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

EVIDENCE GUIDE

Underpinning Knowledge includes:
- General OH&S principles and responsibilities.
- Basic understanding of using systems, technical.
- Basic technical terminology in relation to reading help files and prompts.
- Logging procedures relating to accessing a PC.
- Organisational benchmarks for keyboarding.

Underpinning Skills includes:
- Basic analysis in relation to a limited range of routine areas.
- Low level decision making in relation to a limited range of routine areas.
- Problem solving skills in known areas during normal routine.
- Reading and writing at a level where basic workplace documents are understood.
- Communication is clear and precise.
- Interpretation of user manuals.

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Critical aspects of evidence
Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different functional desktop applications, within each desktop application a wide range of features are utilised.

Interdependent assessment of units
The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Resources
Competency can be demonstrated in a simulated environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is carried out under direct supervision. An individual demonstrating these competencies would be able to: demonstrate knowledge by recall in a narrow range of areas; demonstrate basic practical skills, such as the use of relevant tools; perform a sequence of routine tasks given clear direction; and receive and pass on messages/information. This competency can be assessed in the workplace or in a simulated environment. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with 3 desktop applications by identifying the general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to the above critical aspects of evidence.

Recording assessment
If this unit is successfully assessed the recording of this assessment will include "Operate computing packaging - desktop applications PRODUCTS & VERSIONS".

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UNIT ICAITU013B: INTEGRATE COMMERCIAL COMPUTING PACKAGES

This unit expresses the competency required to apply appropriate conversion formats and manipulation of data between commercial application software

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITU013B/02	Determine and use help.	• Help is accessed through on line help and manuals. • Internal organisation client documentation is obtained and used.
ICAITU013B/01	Produce required organisational documents.	• Appropriate packages and conversion techniques are used to achieve an integrated outcome. • Data is imported/exported to produce required outcome. • Data is saved and re-accessed without loss of data.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Software
Variables may include but are not limited to: import/export facilities of packages; commercial software applications; organisational specific software; word processing, spreadsheet, database, graphic, mail, communication packages and presentation functionalities.

Hardware
Variables may include but are not limited to: personal computers, networked systems, personal organisers, communications equipment; peripherals may include, printers, scanners, tape cartridges, speakers, multi media kits; keyboard equipment may include mouse, touch pad, keyboard, pens.

Sources and output of data
Variables may include but are not limited to: hard disk; floppy disks; paper; format of data source or data output, ie ASCII and application specific format.

Literacy skills
In regard to client documentation.

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EVIDENCE GUIDE

Underpinning knowledge includes:

- General understanding of features and functions of particular categories of commercial computing packages.
- Software packages supported by the organisation.
- General Occupational Health and Safety regulations.
- Use of input/output devices.
- Current business practices in relation to preparing reports.
- Importing/exporting functions.

Underpinning skills include:

- Reading and general comprehension of technical manuals.
- Decision making in a limited range of options.
- Basic analytical skills in for known problems in routine procedures.
- Problem solving skills in regard to known problems in routine processes.
- Use of commercial computing packages.
- ICAITU005B.
- ICAITU006B.

Critical aspects of evidence
Assessment must confirm the ability to apply appropriate conversion formats and manipulate data between commercial application software.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITU004B, ICAITU005B, ICAITU006B, ICAITU012B, ICAITU013B, ICAITU014B The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Competency can be demonstrated in a simulated environment or in the workplace. Competency will be required in integration of a minimum of three software applications. Competency should be demonstrated by producing several integrated workplace documents, with final output being produced without supervision.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is carried out under routine supervision. An individual demonstrating this Unit would be able to: demonstrate basic operational knowledge in a moderate range of areas; apply a defined range of skills; apply known solutions to a limited range of predictable problems; perform a range of tasks where choice between a limited range of options is required; assess and record information from varied sources; and take limited responsibility for ones own output in work and learning.

Recording assessment
If this unit is successfully assessed the recording of this assessment will include " Integrate commercial computing packages PRODUCT & VERSION".

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UNIT ICAITU007B: MAINTAIN EQUIPMENT AND CONSUMABLES

This unit defines the competency required to maintain the operation of basic hardware and the replacement of consumables

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITU007B/03	Maintain peripherals.	• Equipment requiring maintenance is determined. • Equipment is maintained as required by organisation guidelines. • Maintenance is documented as required by organisation guidelines. • Unused peripherals are stored in line with vendor/manuals' guidelines.
ICAITU007B/02	Replace and maintain consumables and supplies.	• Stock is accessed from store and information is recorded according to organisational procedures. • Relevant manual is accessed. • Consumables are replaced. • Hardware is tested to ensure it is in working order.
ICAITU007B/01	Clean disc drives and peripherals.	• Disc cleaning materials are accessed from stores. • Inventory systems are accessed and events are documented according to organisational procedures. • Discs/peripherals are cleaned as recommended by manual in accordance with vendor requirements and as required by organisation.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Hardware
Variables may include but are not limited to: personal computers, networked systems, personal organisers, communications equipment; peripherals may include, printers, scanners, tape cartridges, speakers, multi media kits; keyboard equipment may include mouse, touch pad, keyboard, pens.

Consumables
Variables may include but are not limited to: diskettes, ribbons, printer toner, paper, cartridges, cleaners, tape.

Organisational
Variables may include but are not limited to: security procedures; logged calls procedures; Occupational Health and Safety legislation; preventative maintenance and diagnostic policy; maintenance manuals, in-house or vendor; disposal policy; contracting arrangements relating to Information Technology purchasing.

Suppliers
Range of suppliers and supplier procedures may vary.

EVIDENCE GUIDE

Underpinning Knowledge includes:
- Basic principles and responsibilities of OH&S.
- Basic understanding systems, organisational in relation to storage and retrieval of information and goods.
- Basic knowledge of current industry accepted hardware and software.

Underpinning Skills includes:
- Decision making in relation to a limited number of known choices.
- Basic technical diagnostic skills in relation to a limited number of known choices.
- Basic evaluation skills in relation to a limited number of known choices.
- Literacy skills in regard to basic workplace documentation.

Critical aspects of evidence
Assessment must confirm the ability to maintain and replace at least the following equipment and consumables: replacing printer ribbons; laser cartridges; cleaning mouses; monitors, disc drives, and keyboards.

Interdependent assessment of units
The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Resources
Competency can be demonstrated in a simulated environment on typical workplace equipment and consumables. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is carried out under direct supervision. An individual demonstrating these competencies would be able to: demonstrate knowledge by recall in a narrow range of areas; demonstrate basic practical skills, such as the use of relevant tools; perform a sequence of routine tasks given clear direction; and receive and pass on messages/information.

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UNIT ICAITU005B: OPERATE COMPUTER HARDWARE

This unit defines the competency required to determine, select and correctly operate basic computer hardware

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITU005B/03	Use keyboard and equipment.	• Occupational Health and Safety regulations are followed. • Keyboarding is carried out according to organisation guidelines on speed and accuracy.
ICAITU005B/02	Operate and maintain a range of hardware.	• A range of hardware equipment is operated to complete routine tasks. • Hardware consumables are determined and replaced.
ICAITU005B/01	Use appropriate office peripherals.	• Functions of office peripherals are identified. • Requirements of task are determined. • Appropriate hardware is selected to perform task. • Hardware is used to produce required outcome.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Hardware

Variables may include but are not limited to: personal computers, networked systems, personal organisers, communications equipment; peripherals may include, printers, scanners, tape cartridges, speakers, multi media kits; keyboard equipment may include mouse, touch pad, keyboard, pens.

Technical instructions

Technical instructions for use of specific computer hardware.

Occupational Health and Safety

Guidelines relate to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations.

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Organisational
Variables may include but are not limited to: security procedures; Occupational Health and Safety procedures; maintenance procedures.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

Quality process
Some organisations may be quality certified and have well document standards for addressing quality while others will not.

EVIDENCE GUIDE

Underpinning Knowledge includes:

- OH&S principles and responsibilities.
- Ergonomic principles to avoid back, wrist and eye strain.
- Procedures and exercises for avoiding strain and injury.
- Basic knowledge of current industry accepted hardware and software products with broad knowledge of general features and capabilities.

Underpinning Skills includes:

- Reading and writing at a level where basic workplace documents are understood.
- Decision making skills in a narrow range of areas.
- Problem solving skills for a defined range of predictable problems.

Critical aspects of evidence
Assessment must confirm the ability to determine, select and use hardware components and functions correctly and efficiently according to the task requirement. Hardware consumables are correctly identified and utilised according to the task requirement.

Interdependent assessment of units
The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Resources
Competency can be demonstrated in a simulated environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is carried out under direct supervision. An individual demonstrating these competencies would be able to: demonstrate knowledge by recall in a narrow range of areas; demonstrate basic practical skills, such as the use of relevant tools; perform a sequence of routine tasks given clear direction; and receive and pass on messages/information.

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UNIT ICAITU012B: DESIGN ORGANISATIONAL DOCUMENTS USING COMPUTING PACKAGES

This unit defines the competency required to produce organisational documents using application software within organisational guidelines

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITU012B/02	Access, retrieve and manipulate data.	• Software application is opened. • File is determined and opened, and design is amended according to requirements. • Documents are designed to meet organisational requirements. • Applications are exited without loss of data.
ICAITU012B/01	Design documents to meet organisational requirements.	• Business document requirements are determined and configured. • Organisational design guidelines are determined and implemented. • Appropriate software is selected. • Software is used to design documents. • Documents are stored for access and editing as required. • Requirements are satisfied or client is referred to appropriate person.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

Hardware

Variables may include but are not limited to: personal computers, networked systems, personal organisers, communications equipment; peripherals may include, printers, scanners, tape cartridges, speakers, multi media kits; keyboard equipment may include mouse, touch pad, keyboard, pens.

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Software
Variables may include but are not limited to: commercial software applications; organisational specific software, word processing, spreadsheet, database, graphic, mail, communication packages and presentation functionalities.

Organisational
Variables may include but are not limited to: client service standards; client liaison policy; style manual and organisational specific templates;

May be stored electronically or manually.

Occupational Health and Safety
Guidelines relate to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations.

Business documents
Can include newsletters, client database, proposals, reports, account statements, project reviews and web pages.

EVIDENCE GUIDE

Underpinning knowledge includes:

- Detailed knowledge of organisational style guide.
- Organisation storage and retrieval procedures.
- Broad knowledge of function and features of operating systems.
- General Occupational Health and Safety regulations.
- Current business practices in relation to preparing reports.
- Use of input/output devices.
- Organisational procedures for document design.

Underpinning skills include:
Making in a limited range of options

- General customer service in relation to internal customers.
- Questioning and active listening are employed to clarify information.
- Problem solving skills for known problems in routine procedures.
- Basic analytical skills for known problems in routine procedures.

In regard to general workplace documentation.

- ICAITU005B.
- ICAITU006B.

Critical aspects of evidence
Competency should be demonstrated by producing organisational documents using application software within organisational guidelines; Competency should be demonstrated by building several working documents, with final output being produced with minimum supervision. Function and features of a range of available software applications are readily accessed and employed according to organisational requirements.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITU004B, ICAITU005B, ICAITU006B, ICAITU012B, ICAITU013B, ICAITU014B The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Competency can be demonstrated in a simulated environment or in the workplace. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

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Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is carried out under routine supervision. An individual demonstrating this Unit would be able to: demonstrate basic operational knowledge in a moderate range of areas; apply a defined range of skills; apply known solutions to a limited range of predictable problems; perform a range of tasks where choice between a limited range of options is required; assess and record information from varied sources; and take limited responsibility for ones own output in work and learning.

Recording assessment
If this unit is successfully assessed the recording of this assessment will include " Design organisational documents using computing packages PRODUCT & VERSION".

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UNIT ICAITU126A: USE ADVANCED FEATURES OF COMPUTER APPLICATIONS

This unit defines the competency required to utilise computer applications to their full capacity employing all advanced features as required

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITU126A/03	Configure the computing environment.	• Performance of PC is enhanced. • Environment is configured according to user/ organisational requirements. • PC environment is customised and optimised.
ICAITU126A/02	Access and use support resources.	• Routine problems are solved with the use of support resources. • On line help is accessed and used to overcome difficulties with applications. • Manuals and training booklets are used to solve advanced problems. • Problems are analysed and eliminated according to results. • Technical support is accessed and trouble shooting results and alert messages are supplied to technical support.
ICAITU126A/01	Manipulate data.	• Advanced features of application are employed in the preparation and presentation of data. • Data is efficiently transferred between applications. • Objects, macros and templates are created and employed for routine activities. • Shortcuts and features are regularly employed for increased productivity. • Related data files are linked as required.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Hardware
Variables may include but are not limited to personal computers and networked systems.

Document
Variables may include but are not limited to: established files and applications.

Software
Variables may include but are not limited to: commercial software applications; organisational specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities.

Organisational
May include but are not limited to: keyboarding and accuracy as per organisation guidelines; Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations; security procedures.

IT components
Can include hardware, software and communications packages.

Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

EVIDENCE GUIDE

Underpinning Knowledge includes:

- General OH&S principles and responsibilities.
- Basic understanding of operating systems software and system tools.
- Broad knowledge base of vendor product directions.
- Broad knowledge base of vendor applications and their features.
- Basic understanding of troubleshooting.
- Broad knowledge of OHS requirements in relation to work safety, environmental factors and ergonomic considerations.

Underpinning Skills includes:

- Basic analysis skills in relation to normal routine work processes.
- Detailed skills in using applications features.
- Basic skills in interpreting technical information.
- Problem solving skills in known areas during normal routine work processes.
- Plain English literacy and communication skills in relation to dealing with clients and team members.

Critical aspects of evidence
Assessment must confirm the ability to utilise computer applications to their full capacity employing all advanced features and import / export capacities for efficiency and productivity purposes.

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Interdependent assessment of units
This unit may be assessed with any of the following: ICAITS020B, ICAITS025B, ICAITS031B, ICAITS024B The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Competency can be demonstrated in a simulated environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
This competency can be assessed in the workplace or in a simulated environment. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate detailed familiarity with 3 desktop applications by identifying the features in detail, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to the above critical aspects of evidence.

Recording assessment
If this unit is successfully assessed the recording of this assessment will include " Advanced operation of computer applications PRODUCTS & VERSIONS".

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UNIT ICAITU028B: CUSTOMISE PACKAGED SOFTWARE APPLICATIONS FOR CLIENTS

This unit defines the competency required to analyse, design, implement and review the customisation of packaged software applications using simple programming constructs

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITU028B/04	Obtain client feedback.	• Client evaluation and feedback is obtained to ensure their requirements are met. • Function is performed by client unassisted and according to instruction.
ICAITU028B/03	Provide support for customised application.	• Training requirements of client are determined and are documented. • One to one instruction is carried out. • Client documentation is prepared and is provided to client and help desk for future support.
ICAITU028B/02	Analyse impact of customisation on system relationship.	• Customisation is designed taking into account system limitations. • Customisation is designed taking into account client needs. • Client agreement on design is obtained. • Software package is customised using simple programming constructs are conforming to organisational guidelines. • Client feedback following client testing and application is obtained. • Changes to customisation are made to meet amended client requirements.
ICAITU028B/01	Determine customisation requirements of client.	• Client requirements are determined and are documented in line with organisational requirements. • System relationships are determined. • Client requirements are analysed. • Client requirements are actively listened to and conformed to. • Report for supervisor is prepared to client requirements. • Client agreement on report is obtained.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2

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Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Hardware

Variables may include but are not limited to LANs, WANs.

Organisational Standards

May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

Documentation and Reporting

Audit trails, naming standards, version control.

OH and S Standards

As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

File system

May involve multiple or single servers, multiple or single logical disks and complex directory or folder structures.

Operating system

Each product will have different functionality and ways of operating. Third party products may also be used in administration.

Backup

May involve simple, single tape unit backup to more comprehensive and complex backup facilities across the network.

Software

Variables may include but are not limited to: commercial system software; organisational specific systems software.

IT components

Can include hardware, software and communications packages.

EVIDENCE GUIDE

Underpinning knowledge includes:

- Detailed knowledge of function and features of software applications.
- General knowledge of organisational security procedures.
- Organisational policy for customising software.
- Broad knowledge of Information Technology structure and system infrastructure.
- Broad knowledge of OHS requirements in relation to work safety, environmental factors and ergonomic considerations.
- Organisational policy and procedures relating to customising software.
- General knowledge of functions and features of the operating system.

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- Current industry accepted hardware and software products with broad knowledge of general features and capabilities.
- A basic knowledge of information gathering techniques.

Underpinning skills include:
- Problem solving unknown problems in a range of contexts.

Making in a wide range of contexts.
- Report writing involving analysis and evaluation in some depth.
- Apply customer service skills in a range of contexts at various levels.
- Questioning and active listening to convey and clarify complex information.
- One to one instruction.
- Technical interpretation skills in relation to routine problems and issues.
- ICAITU019B.

Critical aspects of evidence
Competency must be demonstrated in customising existing software applications such as relational databases. Competency must be demonstrated in the analysis, implementation and review of customisation of packaged software applications.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITU004B, ICAITU005B, ICAITU006B, ICAITU012B, ICAITU013B, ICAITU014B The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is conducted without supervision if routine, under minimal supervision if non-routine. An individual demonstrating these competencies would be able to: demonstrate understanding of a broad knowledge base incorporating some theoretical concepts; apply solutions to a defined range of unpredictable problems; determine and apply skill and knowledge areas to a wide variety of contexts with depth in some areas; determine, analyse and evaluate information from a variety of sources; take responsibility for ones own output in relation to specified quality standards; and take limited responsibility for the quantity and quality of the output of others.

Recording assessment
If this unit is successfully assessed the recording of this assessment will include" Customise packaged software applications for clients PRODUCT & VERSION".

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UNIT ICAITU019B: MIGRATE TO NEW TECHNOLOGY

This unit defines the competency required to transfer and apply skills and knowledge to new technology and situations

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITU019B/03	Apply new functions of upgraded technology.	• Specialised features of upgraded technology are used to solve organisational problems. • Upgraded technology is used for enhanced productivity and efficiency.
ICAITU019B/02	Apply advanced functions of the technology to solve organisational problems.	• Specialised features of technology, software and hardware are utilised to solve organisational problems. • Advanced features and functions are used in a manner that exploits the fully capacity of the new technology. • Sources of information are accessed to determine the fully range of benefits of new technology.
ICAITU019B/01	Apply existing knowledge and techniques to new technology.	• Existing knowledge and techniques are applied to explore new technology. • New technology acquired by the organisation is used with minimum disruption. • Functions and features of new technology available to the organisation are readily employed to meet organisational requirements.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	3

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RANGE OF VARIABLES

Hardware
Is limited to commercially available products. Hardware variables may include but are not limited to single and multi-client platforms.

Software
Is limited to commercially available products. Specialised features are those identified in packages. Software variables may include but are not limited to: data files obtained from E-mail, floppy disk, common drives; commercial software applications; word processing, spreadsheet, database, graphic, mail, communication packages and presentation functionalities; format of data, ie. ASCII, application specific.

Information source
Variables may include but are not limited to: trade magazines; electronic media and communications; product demonstrations; industry trade fairs and conferences; technical manuals; supplier technical consultants.

EVIDENCE GUIDE

Underpinning knowledge includes:
- Current technology trends and directions in IT.
- Broad knowledge base of vendor product directions.
- Available sources of information regarding IT and new technology.
- Organisation strategic direction in relation to future IT requirements.
- Understanding systems, organisational and technical.
- Board understanding with detail in some areas of operating systems features and functions.
- Software features and functions.
- Identify components of the business planning process relevant to the development of IT business solutions.
- Current industry accepted hardware and software products with broad knowledge of general features and capabilities.
- Broad general knowledge of the client business domain.
- A basic knowledge of information gathering techniques.

Underpinning skills include:
- Research skills for identifying, analysing and evaluating broad features of new technologies.
- Decision making involving discretion and judgement.
- Verbal and non verbal communication is clear, coherent and concise.
- Customer Service for internal and external interaction.
- Questioning and active listening for conveying and clarifying meaning.
- Literacy skills in regard to interpretation of technical manuals.
- Problem solving known problems in a variety of contexts.
- General analytical skills in relation to known problems in a variety of contexts.
- General research skills in relation to readily available information.

Critical aspects of evidence
Competency must confirm the ability to transfer the application of existing skills and knowledge to new technology. Advanced knowledge of generic applications is demonstrated on a minimum of three software applications.

Interdependent assessment of units
The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

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Resources
Competency must be demonstrated in a variety of hardware and at least three software applications in a simulated or work environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is conducted with minimal supervision. An individual demonstrating these competencies would be able to: demonstrate some relevant theoretical knowledge; apply a range of well developed skills; apply known solutions to a variety of predictable problems; perform processes that require a range of well developed skills where some discretion and judgement is required; interpret available information, using discretion and judgement; take responsibility for ones own output in work and learning; and take limited responsibility for the output of others. Work may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

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UNIT ICAITS034B: DETERMINE AND ACTION NETWORK PROBLEM

This unit expresses the competency required to document network related problems, determine the required resources, solve the client problem or escalate as necessary

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS034B/04	Prepare maintenance report.	• Maintenance report is prepared in line with organisation guidelines. • Maintenance requirements to appropriate area are escalated as required.
ICAITS034B/03	Carry out maintenance.	• Diagnostic tests are conducted as required. • Maintenance is completed in line with organisation guidelines. • New components are obtained. • Components are stored or disposed of in accordance with organisation guidelines.
ICAITS034B/02	Determine whether maintenance is covered by policy.	• Maintenance and technical support agreements are determined. • Organisational policy regarding maintenance is followed.
ICAITS034B/01	Determine client problem.	• Logged call from help desk are received. • Client problem is determined , further information from client is gained and documented as required by organisation guidelines.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Planning and organising activities	2
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	2

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RANGE OF VARIABLES

Basic repairs to network
Include: replacing disk drives; repositioning network cards; installing disk drives; installing and reconfiguring printer; replacing I/O devices; reconfiguring network.

Organisation
Variables may include but are not limited to: security procedures; logged call procedures; client liaison policy; preventative maintenance and diagnostic policy; maintenance agreements; warranties; contracting arrangements relating to Information Technology purchasing.

Client User
May be a department with the organisation or a third party and so the relation and ease of access will vary. All.

Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

EVIDENCE GUIDE

Underpinning knowledge of includes:

- Organisation information relating to logging calls, contracting and maintenance arrangements.
- Inventory processes.
- Technical support agreements.
- Understanding systems technical.

Underpinning skills include:

- Diagnostic skills.
- Problem solving unknown problems in a range of contexts.
- Inventory skills.
- Apply customer service skills in a range of contexts at various levels.

Critical aspects of evidence
Assessment must confirm the ability to document network related problems, determine the required resources, solve the client problems or escalate it according to organisational guidelines. The network is to be maintained with minimal disruption to clients.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITS114A, ICAITI097A, ICAITU018B, ICAITS023B, ICAITU019B, ICAITU126A, ICAITD128A, ICAITS020B, ICAITS025B, ICAITS024B The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Peers and supervisors for obtaining information on the extent and quality of the contribution made.

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Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is conducted without supervision if routine, under minimal supervision if non-routine. An individual demonstrating these competencies would be able to: demonstrate understanding of a broad knowledge base incorporating some theoretical concepts; apply solutions to a defined range of unpredictable problems; determine and apply skill and knowledge areas to a wide variety of contexts with depth in some areas; determine, analyse and evaluate information from a variety of sources; take responsibility for ones own output in relation to specified quality standards; and take limited responsibility for the quantity and quality of the output of others. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITS032B: PROVIDE NETWORK SYSTEMS ADMINISTRATION

This unit expresses the competency required to technically manage elements of a network

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS032B/03	Monitor network performance.	• Diagnostic tests are performed. • Diagnostic information is analysed and acted on. • Software usage is monitored. • Illegal software is deleted from the system. • Hardware response time is monitored. • Methods for improving efficiency are determined and acted on according to organisation guidelines.
ICAITS032B/02	Input into and disseminate disaster recovery plan.	• Input is provided into disaster recovery plan. • Disaster recovery plan is provided to clients as required.
ICAITS032B/01	Provide client access and security.	• Log-ons, passwords and applications file access are provided, and documented in line with organisational security requirements. • Records of client accounts are evaluated. • System integrity and security are maintained. • Virus protection is used in line with organisation recommendations.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Hardware
Includes peer-to-peer networks, personal computers and client servers.

Software
Includes any software licensed by the organisation.

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Diagnostic tools
Include those supported by the organisation.

Organisation
Variables may include but are not limited to: security procedures; storage and retrieval of product licenses; storage of Information Technology equipment and documentation; technical manuals, in-house, product and vendors; notification on illegal software; preventative maintenance and diagnostic policy; virus removal policy; disaster recovery plan.

EVIDENCE GUIDE

Underpinning knowledge of includes:

- Understanding systems organisational and technical.
- Organisational access and security procedures.
- Software copyright responsibilities.
- Operating systems supported by the organisation.
- Operating systems functions and basic features.
- Organisational procedures for protection against and elimination of computer viruses.
- Advanced knowledge of software features supported by the organisation.
- Security and network guidelines/procedures.
- Policy and procedures for deleting, restoring and archiving of files.
- Approaches to back up and restoring computer data.
- Disaster recovery policy.
- Procedures for creating logons.
- File access.
- Available in-house and vendor support.
- Occupational Health and Safety legislation relating to the use of equipment.

Underpinning skills.

- Interpretation of technical manuals.
- One to one instruction.
- Questioning and active listening to convey and clarify information.
- Client needs assessment methods.
- Verbal and non verbal communication skills to convey and clarify complex information.
- Apply customer service skills in a range of contexts at various levels.
- Diagnostic skills.

Critical aspects of evidence
Assessment must confirm competence in sustaining the operation of the network through maintenance of network integrity and the performing of diagnostic tests. Assessment must also confirm competency in contributing to the formulation of a disaster recovery plan and providing the client with an optimised network that complies with organisational guidelines.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITU018B, ICAITS023B, ICAITU019B, ICAITU126A, ICAITD128A, ICAITS020B, ICAITS025B, ICAITS024B The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Competency is to be assessed through practical demonstration or performance. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

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Context
Work is conducted without supervision if routine, under minimal supervision if non-routine. An individual demonstrating these competencies would be able to: demonstrate understanding of a broad knowledge base incorporating some theoretical concepts; apply solutions to a defined range of unpredictable problems; determine and apply skill and knowledge areas to a wide variety of contexts with depth in some areas; determine, analyse and evaluate information from a variety of sources; take responsibility for ones own output in relation to specified quality standards; and take limited responsibility for the quantity and quality of the output of others. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITS030B: INSTALL SOFTWARE TO NETWORKED COMPUTERS

This unit defines the competency required to plan, manage and support the installation of software to networked computers

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS030B/04	Determine and provide instruction and support.	• Client instruction requirements are determined and are documented. • One to one instruction to client is provided as required. • Group training to meet client requirements is determined and referral is made. • Client evaluation and feedback is obtained to ensure client training and support requirements are met.
ICAITS030B/03	Install software or software upgrade.	• Upgrades are installed to meet needs as recommended, including management of existing data. • Procedures are followed so that clients experience minimal disruption. • Software licenses and manuals are stored according to organisation guidelines.
ICAITS030B/02	Obtain software or software upgrade.	• Vendors are contacted and technical specifications are obtained. • Recommendations are documented and provided to appropriate personnel. • Licensing requirements and security issues are determined and recorded.
ICAITS030B/01	Determine clients software or software upgrade requirements.	• Client's software requirements are assessed in line with current application and operating system. • Client's requirements are evaluated in line with organisation guidelines, corporate purchasing, licensing arrangements, and budget.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2

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Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Networks
Include those supported by the organisation.

Operating systems
Include stand-alone PC systems and network operating systems.

Software
Variables may include but are not limited to: commercial software applications; organisational specific software; word processing, spreadsheet, database, graphic, mail, communication packages and presentation functionalities; nature of license.

Hardware
Includes personal computers, peer to peer networks, client servers (include LAN and exclude WAN).

Organisation
Variables may include but are not limited to: contracting arrangements relating to purchasing Information Technology; security procedures; storage and retrieval of product licenses; storage of software applications and documentation; technical manuals, in-house, product and vendors; configuration procedures.

EVIDENCE GUIDE

Underpinning knowledge of includes:

- Understanding systems, technical.
- Broad general knowledge of organisational contracting procedures and responsibilities.
- Broad knowledge base incorporating theoretical concepts of organisational security procedures.
- Broad knowledge base incorporating theoretical concepts of network linkages.
- Broad general knowledge of set up and configuration procedures.
- Detailed knowledge of the operating system.
- Detailed knowledge of current industry accepted network protocols.
- A broad knowledge base incorporating current industry accepted network hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas.

Underpinning skills include:

- Problem solving unknown problems in a range of contexts.
- Evaluation and report writing skills involving analysis.
- One to one instruction.
- Questioning and active listening to convey and clarify complex information.
- Literacy in general and technical workplace documentation.
- ICAITS020B.

Critical aspects of evidence
Assessment must confirm the ability to plan, manage and support the installation of software to networked computers to sustain network performance.

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Interdependent assessment of units
This unit may be assessed with any of the following: ICAITU019B, ICAITS024B, ICAITS012, ICAS021B, ICAITS020B, ICAITS032B, ICAITS034B, ICAITS030B, ICAITU127A, ICAITS108A The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Competency is required on a range of software, both in a DOS and GUI environment and with the installation of at least four different applications. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is conducted without supervision if routine, under minimal supervision if non-routine. An individual demonstrating these competencies would be able to: demonstrate understanding of a broad knowledge base incorporating some theoretical concepts; apply solutions to a defined range of unpredictable problems; determine and apply skill and knowledge areas to a wide variety of contexts with depth in some areas; determine, analyse and evaluate information from a variety of sources; take responsibility for ones own output in relation to specified quality standards; and take limited responsibility for the quantity and quality of the output of others. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITS024B: PROVIDE BASIC SYSTEM ADMINISTRATION

This unit expresses the competency required to implement components of systems back-up, restore, security and licensing in a stand alone or client server environment

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS024B/05	Document security access.	• Security access is documented as per clearance guidelines. • Security access register is maintained in line with organisation guidelines.
ICAITS024B/04	Restore system backup.	• Back-ups are restored. • Restore procedure is determined according to the organisational guidelines. • Restores are carried out under supervisor instruction. • Restores are recorded in line with organisation guidelines.
ICAITS024B/03	Carry out system backup.	• Back-up procedure is determined according to organisation guidelines. • Back-up is carried out at regular intervals according to organisation specifications. • Back-up is recorded in line with organisation guidelines.
ICAITS024B/02	Record software licences.	• Licensed software is determined. • Records of licence number and location are maintained. • Personal computers and network are checked for illegal software. • Illegal software is reported to supervisor.
ICAITS024B/01	Record security access.	• Client requirements and clearance are obtained according to organisation guidelines. • Security access password is issued to client. • Security documentation and access to client is provided. • Security access is recorded to maintain system integrity.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	2

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Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

Organisation

Variables may include but are not limited to: security procedures; system administration and back-up procedures; storage, retrieval and type of product licenses; storage of Information Technology documentation; register of licenses, IT security.

EVIDENCE GUIDE

Underpinning knowledge of includes:

- Understanding systems technical and organisational.
- Broad general knowledge of software copyright responsibilities.
- Detailed knowledge of organisational security procedures.
- Broad general knowledge of operating systems supported by the organisation.
- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas.
- Detailed knowledge of back-up procedures.
- Detailed knowledge of the system current functionality.
- One or more change management tools.
- A broad knowledge base incorporating some theoretical concepts of system performance.
- A broad knowledge of maintenance procedures.
- A broad knowledge base incorporating some theoretical concepts of diagnostic tools.

Underpinning skills include:

- Plain English literacy and communication skills in relation to the presentation of information.
- Basic diagnostic skills in relation to system administration.
- Questioning and active listening in regard to clarifying instructions.
- Basic analytical skills in relation to system administration.
- Problem solving skills for a defined range of predictable problems.
- Problem solving in regard to system administration.
- Inventory recording.
- ICAITS017B.

Critical aspects of evidence

Assessment must confirm the ability to perform systems back-up, restore and maintain correct usage according to licensing agreements in a stand alone or client server environment.

Interdependent assessment of units

This unit may be assessed with any of the following: ICAITU019B, ICAITS025B, ICAITS012, ICAS021B, ICAITS020B, ICAITB060A, ICAITS031B The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources

Competence is to be assessed through practical demonstration and performance. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency

Competence is to be assessed through four-system back-up and restores performed with minimum supervision. Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

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Context
Work is conducted with minimal supervision. An individual demonstrating these competencies would be able to: demonstrate some relevant theoretical knowledge; apply a range of well developed skills; apply known solutions to a variety of predictable problems; perform processes that require a range of well developed skills where some discretion and judgement is required; interpret available information, using discretion and judgement; take responsibility for ones own output in work and learning; and take limited responsibility for the output of others. Work may involve some responsibility for others. Participation in teams including group or team coordination may be involved. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITS120A: ADMINISTER AND CONFIGURE A NETWORK OPERATING SYSTEM

This unit defines the competency required to set up and use administrative tools to manage a network and create the network configuration required by client

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS120A/06	Provide and support backup security.	• Network is clean of viruses is checked and is ensured before backup. • Security requirements are reviewed for client users and data to be stored on network. • Risks that data is exposed to appropriate prevention and recovery processes is determined. • System to provide backup and ability to restore services in the event of a disaster are implemented. • Document the disaster recovery procedures.
ICAITS120A/05	Monitor user accounts.	• Default user settings are modified to ensure that they match security policies. • Previously created users are modified if they have more relaxed security settings, in accordance with security and access policies. • Display of appropriate legal notices at log on is checked. • Appropriate utilities are used to check strength of passwords used. • Procedures are reviewed to ensure that users who leave have their accounts disabled or deleted. • Information services such as the Internet are accessed to identify well-known and up to date security gaps and are plugged with appropriate hardware and/or software.
ICAITS120A/04	Manage user services.	• Client user network requirements are evaluated and an appropriate set of services that should be provided are designed. • Services required are implemented by using the appropriate administration and system tools. • Users and groups are created as required to facilitate user security and network access in accordance with client user authorisation. • Achievement of access by client users to authorised network data and resources is tested.
ICAITS120A/03	Set up and manage the network file system.	• Client user network requirements are evaluated and an appropriate file and folder structure are designed. • File and folder structure are created using appropriate administration and system tools. • Security, access and sharing of file system are set to meet client user requirements. • Virus protection requirements are identified by the network in line with organisational procedures. • File system is tested to ensure that appropriate access is available to the client user groups.

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		• File system that is created is documented in accordance with organisational standards.
ICAITS120A/02	Create an interface with existing system.	• Current system is identified through audits of hardware and software. • System interaction is determined by identifying what data is required by particular users and how often the data is accessed. • Examine Existing applications are examined and is upgraded/ reconfigured to new environment. • Reconfiguration is tested for successful interface with existing system.
ICAITS120A/01	Review network policies.	• Organisation's policies and procedures for network use and administration are reviewed. • Network administration tools that can be used to enforce polices and procedures are identified. • Settings and parameters that should be used in order to meet policies and procedures are documented. • Recommendations are made to management for ways of overcoming any weaknesses in administration tools.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Network

May include but not restricted to large and small LANs, national WANs, the Internet, the use of the PSTN for dial up modems only, private lines, data and voice, etc. This does not include international WANs.

Organisational Standards

May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

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Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

File system
May involve multiple or single servers, multiple or single logical disks and complex directory or folder structures.

Network operating system
Each product will have different functionality and ways of operating. Third party products may also be used in administration.

Backup
May involve simple, single tape unit backup to more comprehensive and complex backup facilities across the network.

EVIDENCE GUIDE

Underpinning knowledge of

- Current industry accepted hardware and software products with broad knowledge of general features and capabilities.
- Broad general knowledge of the client business domain, business function and organisation.
- Broad general knowledge of network security.
- Networking technologies with broad knowledge of general features and capabilities incorporating substantial depth in some areas.

Underpinning skills in

- Plain English literacy and communication skills in relation to dealing with clients and team members.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Questioning and active listening skills in relation to dealing with clients and team members.
- Project planning skills in relation to scope, time, cost, quality, communications and risk management.

Critical aspects of evidence
Assessment must confirm Knowledge of the facilities available in the operating environment. Assessment must confirm the ability to use network administrative tools and manage a network. Assessment must confirm the ability to create the network configuration required by the client and provide timely client service.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITS114A, ICAITI097A, ICAITU018B, ICAITS023B, ICAITU019B, ICAITU126A, ICAITD128A, ICAITS020B, ICAITS025B, ICAITS024B The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Assessment may be carried out on site or using specific scenarios where the outcome is well defined. This should be a practical assessment using appropriate equipment. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

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Context
This competency must be assessed in a simulated environment if it is being assessed as part of a training course. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with 2 or more network systems by identifying the general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to the above critical aspects of evidence.

Recording assessment
If this unit is successfully assessed on a LAN, WAN the recording of this assessment will include "Administer and configure a network operating system - LAN/WAN PRODUCT & VERSION".

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UNIT ICAITS115A: MAINTAIN EQUIPMENT AND SOFTWARE IN WORKING ORDER

This unit describes the competency required to follow maintenance procedures and to keep equipment and software operating.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS115A/03	Document maintenance carried out and make recommendations for future maintenance.	• Fault procedure documentation is completed in accordance with standards. • Equipment register is updated if necessary to record changed components. • Recommendations for prevention or early detection of same or similar equipment and software problems are made.
ICAITS115A/02	Diagnose and repair fault.	• Situation is assessed with a logical and efficient method to identify main cause of problem. • Possible failures or performance degradation are tested with diagnostic tools or other examination techniques. • Steps for cost effective resolution is identified and a timely solution to the problem is provided. • Long term analysis of recurring problems is undertaken. • Any necessary components are obtained and repair to the equipment or software is completed in a timely manner so as to minimise disruption to the user.
ICAITS115A/01	Determine equipment maintenance required.	• Required equipment maintenance procedures are reviewed and understood. • Procedures that can be handled internally are determined. • Required procedures are undertaken, as per documentation requirements.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

Service level agreement
Use is optional, content varies across organisations. Can include: workload and performance considerations, expectations regarding servicing, penalties, charge back to business units.

Maintenance options
Maintenance options can include on-site response, remote diagnostics, return to depot, business hours only support, through to 24x7 hours support, telephone support, second level support.

Hardware
Can include IT equipment of all types PCs, printers, mid range, mainframe, communications equipment. Generally the larger and more expensive the equipment the less likely in-house expertise will be available and the supplier will be relied on for support.

Software and Applications
Can include packaged software, in-house development or out-sourced development. The amount of maintenance, change and tailoring that can be undertaken will vary.

Reporting procedures
Help desk and maintenance structures will vary. Some may be just a call centre or a general contact point which then calls a supplier or other technician. Others may be staffed by technicians capable of solving the problem. Thus documentation and other procedures will vary. Systems to monitor change request may be manual or computerised.

Best practices
Can include, but are not restricted to: schedule of maintenance, user recommended activities, technical specialist activities, identification and supply of parts, repair of parts,

Client User
May be a department with the organisation or a third party and so the relation and ease of access will vary.

Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

EVIDENCE GUIDE

Underpinning knowledge of

- Broad knowledge of help desk and maintenance practices.
- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas.
- Broad knowledge base of the role of stakeholders and the degree of stakeholder involvement.
- Broad general knowledge of the client business domain.

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- Detailed knowledge of the system current functionality.
- Broad knowledge base of quality assurance practices.
- Operation and purpose of specified equipment.
- Operation of technical diagnostic tools.
- Detailed knowledge of escalation procedures.
- Broad knowledge base of problem management tools.

Underpinning skills in
- Risk analysis skills in relation to reviewing maintenance procedures.
- Low level training needs analysis skills.
- Low level programming skills.
- Reading and interpretation of technical manuals.
- Technical diagnosis skills.
- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives.
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Escalation skills for the maintenance technical problems.
- Documentation skills.

Critical aspects of evidence
Assessment must confirm the ability to fix a range of technical problems and adhere to maintenance procedures.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITU019B, ICAITS025B, ICAITS021B, The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Technical environment with a variety of operational equipment, technical manuals and tools. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects; documentation, questioning on underpinning knowledge and skills. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITI088A: EVALUATE AND NEGOTIATE VENDOR OFFERINGS

This unit describes the competency required to identify a vendor to supply components and to negotiate with the vendor

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITI088A/04	Prepare contracts and delivery requirements.	• Contracts are reviewed and prepared for higher authority review. • Delivery arrangements are identified with suppliers and are confirmed with client. • Installation responsibilities are clarified with suppliers against implementation plan. • Warranty and support requirements are reviewed with suppliers against service level agreements.
ICAITI088A/03	Review vendor offerings.	• Agreed company IT strategic direction method is used to notify vendors of requirements. • Evaluation process is undertaken by comparing vendor offerings against company requirements. • Vendor demonstrations and performance benchmark tests are organised. • Evaluation and selection based on servicing, warrantee and after sales service commitment is participated in. • Evaluation and selection, based on the vendor's ability to meet specific technical criteria is participated in.
ICAITI088A/02	Select method to be used for finding vendor.	• Organisation's purchasing policy is evaluated to determine any required method of selecting vendors. • Options such as tender, invitation, etc are considered, and recommendations on preferred method are made. • Method to be used for selection is documented and the selection process is planned.
ICAITI088A/01	Develop benchmarks.	• System requirements are analysed and areas that require benchmark evaluation are identified. • Benchmark criteria is documented and the required performance and functional specifications are listed. • Mandatory system requirements are identified. • Weightings that measure the importance of the requirements are developed.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2

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Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

System Components
Can include but are not limited to hardware such as Mainframe, Mid-range, PCs, Networks, printers, etc. or software such as applications, utilities, operating systems, etc.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

Quality process
Some organisations may be quality certified and have well document standards for addressing quality while others will not.

Acquisition method
Can include but is not limited to: purchase, lease, rental, hire, new or refurbished , outsourcing. Can be found in IT strategy papers, from discussions with IT Director, Finance Director, Suppliers.

Tenders
In government organisations there may be well defined tender processes that have to be followed. In other organisations there may be no procedure and each tender handled differently.

Installation responsibilities
Will vary according to supplier proposal. Can include installation by supplier or be considered customer installable.

Warranty
Will vary from supplier to supplier and component to component. Legal document which defines rights (support v replacement) during a pre-determined period after customer acceptance of component/s.

Suppliers
Will vary according to acquisition strategy, preferred supplier list of client, component type.

Support Requirements
Can include but is not limited to: inclusion into maintenance agreement, training.

Delivery arrangements
Will vary, but typically cover delivery date, specific location, contact point and telephone, components to be delivered, part or full delivery,

Method of supplier selection
Tender, request s for proposal, recommendations, existing relationships, preferred supplier lists.

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Contracts
In some organisations there may be well defined negotiation and contract processes that have to be followed. In other organisations there may be no procedure and each negotiation and contract handled differently.

Standards and procedures
Will vary from formal procedures that must be adhered to with check points and sign offs throughout the stages of negotiation to less formal or non-existent standards.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

EVIDENCE GUIDE

Underpinning knowledge of

- Broad knowledge of the client business domain, for example when selecting method to be used for finding vendor and reviewing vendor offerings.
- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas.
- Broad knowledge base of vendor product directions.
- Broad knowledge base of quality assurance practices.
- A basic knowledge of information gathering techniques.
- Broad knowledge of change management systems.
- Broad knowledge of risk management.
- Broad knowledge of financial management of lease arrangement.
- Broad knowledge of benchmarking methodologies.
- Broad knowledge of contracts.

Underpinning Skills in

- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives, for example options such as tender, invitation, etc are considered, and recommendations on preferred method are made.
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when contracts are reviewed and prepared for higher authority review.
- Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature, for example when delivery arrangements are identified with suppliers and are confirmed with client, and installation responsibilities are clarified with suppliers against implementation plan.
- Facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts, for example when evaluation and selection, based on the vendors ability to meet specific technical criteria is participated in.
- Negotiation skills in relation to other team members and applied to a defined range of predictable problems, for example when vendor demonstrations and performance benchmark tests are organised.
- General financial analysis skills, for example when vendor demonstrations and performance benchmark tests are organised, and when evaluation process is undertaken by comparing vendor offerings against company requirements.

Critical aspects of evidence
Assessment must confirm the ability to identify an appropriate vendor according to organisational requirements to supply components.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITI085A, ICAITI086A, ICAITI089A, PMX 509A, ICAITI090A The interdependence of units of competency for assessment will vary with the particular project or scenario.

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Resources
The assessment may require involvement of specific user staff who are able to identify the requirements or acknowledge the methods used by the candidate. Peers and supervisors for obtaining information on the extent and quality of the contribution made. The assessment may be carried out using historical documentation as the basis for a simulation or as part of a live selection process.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
This competency can be assessed in the workplace or in a simulated environment. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with 2 or more component performance benchmarking, selection methods and vendor offerings. This is in addition to the above critical aspects of evidence.

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UNIT ICAITS020B: INSTALL AND OPTIMISE SYSTEM SOFTWARE

This unit defines the competency required to apply aspects of systems optimisation

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS020B/04	Provide instruction to meet new software requirements.	• One to one instruction to the client is provided as required. • Client evaluation and feedback are obtained to ensure requirements of client are met.
ICAITS020B/03	Install and optimise operating system.	• Operating system is installed, configured and tested in accordance with installation procedures and organisational requirements. • System to meet organisational requirements is optimised. • System is documented according to organisational requirements. • Installation is conducted with minimal disruption to clients.
ICAITS020B/02	Obtain operating system.	• Vendors are contacted technical specifications are obtained. • Recommendations are documented and provided to appropriate personnel. • Licensing, hardware and security requirements are determined and followed.
ICAITS020B/01	Determine operating systems requirements.	• Operating system requirements are determined and documented. • Requirements of clients are evaluated in line with organisation guidelines, corporate, licensing arrangements and budget.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2

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Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Software
Variables may include but are not limited to: operating systems include stand alone PC systems and network operating systems; commercial software applications; organisational specific software; word processing, spreadsheet, database, graphic, mail, communication packages and presentation functionalities; licensing options.

Install and optimise
Install and optimise system files as required by operating system.

Hardware
Includes personal computers, networked systems, personal organisers, communications equipment.

Organisational
variables may include but are not limited to: availability of system to be optimised; level of complexity of technical manuals, in-house or vendor; contracting arrangements relating to Information Technology purchasing; client support documentation; IT policy and procedures relating to service levels and installation.

Range of suppliers
Range of suppliers and supplier procedures may vary.

Client User
May be a department with the organisation or a third party and so the relation and ease of access will vary.

Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

EVIDENCE GUIDE

Underpinning knowledge of includes:
- Information Technology infrastructure.
- Understanding systems, organisational and technical.
- Detailed knowledge of the system current functionality.
- Functions and features of operating systems supported by the organisation.
- Organisations network linkage.
- Set up and configuration procedures.

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- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas.
- Software packages supported by the organisation.
- Pre-requisites needed for system software installation.
- Vendor specifications and requirements for installation.
- Broad general knowledge of the client business domain.
- Broad knowledge base incorporating theoretical concepts of systems software.
- Broad general knowledge of systems diagnostic software.

Underpinning skills include:
- Problem solving skills for a defined range of predictable problems.
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Strong interpersonal skills for team work and responsible workplace interactions.
- Questioning and active listening for conveying and clarifying information.
- Literacy skills in regard to interpretation of technical computer installation manuals.
- Use of diagnostic tools.
- ICAITS015B.

Critical aspects of evidence
Assessment must confirm the ability to install and improve system performance with minimum disruption to clients.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITS014B, ICAITS017B, ICAITS015B, ICAITS112A The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Competency is required on a minimum of one operating system in a simulated or work environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Work is conducted with minimal supervision. An individual demonstrating these competencies would be able to: demonstrate some relevant theoretical knowledge; apply a range of well developed skills; apply known solutions to a variety of predictable problems; perform processes that require a range of well developed skills where some discretion and judgement is required; interpret available information, using discretion and judgement; take responsibility for ones own output in work and learning; and take limited responsibility for the output of others. Work may involve some responsibility for others. Participation in teams including group or team coordination may be involved. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITS124A: MONITOR AND ADMINISTER NETWORK SECURITY

This unit defines the competency required to monitor and administer security functions on the network.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS124A/03	Monitor threats to the network.	• Appropriate third party software is used to evaluate and report on the security in place in the network. • Logs and audit reports are reviewed to identify security intrusions or attempts. • Spot checks and other activities are carried out to ensure that procedures are not being bypassed. • Audit report and recommendations are prepared and are presented to senior management. Approval for changes to be made is obtained.
ICAITS124A/02	Ensure secure file and resource access.	• In-built security and access features of the network operating system are reviewed. • File security categorisation scheme is reviewed or developed and an awareness of the role of users in setting security is ensured. • Threats to network are monitored such as hackers, eavesdropping, viruses, etc. • Virus checking software is implemented at server and workstations. • In-built or additional encryption facilities are implemented as appropriate.
ICAITS124A/01	Ensure user accounts are controlled.	• Default user settings are modified to ensure that they match security policies. • Previously created users are modified if they have more relaxed security settings according to security and access policies. • Appropriateness of legal notices displayed at log on is ensured. • Appropriate utilities are used to check strength of passwords used. • Procedures are reviewed to ensure that users who leave have their accounts disabled or deleted. • Information services such as the Internet are accessed to identify well-known and up to date security gaps and are plugged with appropriate hardware and/or software.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2

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Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

Risk
Some networks may be critical and so require high levels of security.

Encryption
Built in or third party products may be used in organisations who have high risk data.

Software
Most likely to be packaged software but can be supplied from many varying vendors and can include security, audit, virus checking and encryption modules.

Firewalls
May be part of router configuration and/or proxy server. Many vendors products are available.

Security categories
Organisations will external access especially with the Internet may have strict requirements for categorising files and access.

Network
May include but not restricted to large and small LANs, national and international WANs, the Internet, the use of the PSTN for dial up modems only, private lines, data and voice, etc.

Network operating system
Each product will have different functionality and ways of operating. Third party products may also be used in order to improve security.

Documentation and Reporting
Audit trails, naming standards, version control.

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EVIDENCE GUIDE

Underpinning knowledge of

- Current industry accepted hardware and software products with broad knowledge of general features and capabilities.
- Broad knowledge of the client business domain, business function and organisation.
- Networking technologies with broad knowledge of general features and capabilities incorporating substantial depth in some areas.
- Risk analyse with broad knowledge of general features.
- Specific security technology broad knowledge of general features.
- Broad knowledge of privacy and privacy legislation.

Underpinning skills in

- Problem solving skills for a defined range of unpredictable problems.
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information.
- Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in network security methodologies and technologies.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Questioning and active listening skills.
- Project planning skills in relation to set benchmarks and identified scope.

Critical aspects of evidence

Assessment must confirm knowledge of security features available in the operating environment. Assessment must confirm the ability to monitor and administer security functions on the network, this may include use of third party tools.

Interdependent assessment of units

This unit may be assessed with any of the following: ICAITAD043A, ICAITAD044A, ICAITAD056A, ICPMM61cA, ICPMM81eA, ICPMM82eA The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources

Assessment may be carried out on site or using specific scenarios where the outcome is well defined. This should be a practical assessment using appropriate equipment and software with security restrictions. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context

This competency can be assessed in the workplace or in a simulated environment. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with network security methodologies and technologies by identifying the general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to the above critical aspects of evidence.

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UNIT ICAITS104A: DETERMINE MAINTENANCE STRATEGY

This unit describes the competency required to identify maintenance strategies and supporting processes to maintain continuity of IT operations and business functions

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS104A/05	Define customer and supplier processes and standards.	• Reporting procedures for service requests are determined with client and supplier/s taking into account business continuity and criticality of IT components and /or software. • Response time standards are determined with client and supplier/s taking into account business continuity and criticality of IT components and /or software. • Escalation procedures are identified are determined with client and supplier/s taking into account business continuity and criticality of IT components and /or software. • Help Desk or other support function is set up in accordance with agreed standards and procedures and in line with industry best practices.
ICAITS104A/04	Formulate maintenance strategy.	• Maintenance options are examined against cost constraints, risks to business continuity and Service Level Agreements. • A specific maintenance strategy is identified based on cost, business and SLA requirements. • A preventative maintenance schedule is determined on cost, business and SLA requirements. • Maintenance strategy is agreed with client users and changes are made to SLA where necessary. • Recommended strategy is documented for higher level approval according to company requirements.
ICAITS104A/03	Develop service level agreements.	• The views and requirements of client users are determined to identify maintenance requirements. • Service Level Agreements are prepared to match user and business requirements.
ICAITS104A/02	Identify and analyse IT components and /or software to be maintained.	• Systems architecture and configuration documentation is reviewed for currency. • Equipment and /or software audit is conducted, if appropriate information is not available. • The warranty status of any components and /or software is determined and documented according to project or company requirements. • Critical IT components and/or software are identified and recommendations on possible service arrangements are documented.

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ICAITS104A/01	Identify and analyse business maintenance needs.	• Risks to business continuity of system malfunction are identified to quantify possible loss. • Core business functions are identified and service requirements determined. • Maintenance philosophy is developed to meet business needs and is supplied to external client.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Client user liaison procedures

These will vary and may be very formal in some organisations requiring complete documentation of all client user contact.

EVIDENCE GUIDE

Underpinning knowledge of

- Broad knowledge of help desk and maintenance practices.
- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas.
- Broad knowledge base of the role of stakeholders and the degree of stakeholder involvement.
- Broad general knowledge of the client business domain.
- Detailed knowledge of the system current functionality.
- Broad knowledge base of quality assurance practices.

Underpinning skills in

- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives.
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information.
- Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature.
- Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts.
- Negotiation skills in relation to other team members and applied to a defined range of predictable problems.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Change management skills in relation to maintain the continuity of IT operations and business functions.
- Customer service skills in relation to maintain the continuity of IT operations and business functions.

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- Handling difficult clients skills in relation to maintaining the continuity of IT operations and business functions.
- Conflict resolution skills in relation to maintaining the continuity of IT operations and business functions.
- Risk analysis skills in relation to maintaining the continuity of IT operations and business functions.

Critical aspects of evidence
Assessment must confirm the ability to determine maintenance strategies and support processes to maintain the continuity of IT operations and business functions that relate directly to the core business functions and other business support functions.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITS103A, ICAITS104A, ICAITS111A, ICAITI086A, ICAITI088A, ICAITI090A The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; documentation and questioning on underpinning knowledge. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITS035B: ASSIST WITH ANALYSIS OF EMERGING TECHNOLOGY

This unit expresses the competency required to apply technical knowledge in preliminary analysis of emerging technology

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS035B/02	Prepare and present reports as required by management.	• Future requirements are obtained from management. • Installation requirements are determined. • Report is prepared in line with budget, time frame and organisational limitations. • Reports is presented to supervisor/management.
ICAITS035B/01	Liaise with vendors, training providers and the Information Technology industry to determine technology to assist organisation.	• Information sources are determined. • Vendors are determined. • Information on technology is documented according to its suitability to organisational requirements and continually update it.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Technology and platforms

Can include operating systems, software, and hardware (for example new applications, new operating systems).

Information

Can be sourced from, but is not limited to: vendors; trade magazines; Information Technology consortiums; electronic media and communications; liaising with expert users in other areas of organisation; product demonstrations; industry trade fairs and conferences.

Organisation

Variables may include but are not limited to: security procedures; contracting arrangements relating to Information Technology purchasing; budgeting and strategic plans; time lines and budgetary constraints.

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Client User
May be a department with the organisation or a third party and so the relation and ease of access will vary. All.

Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

EVIDENCE GUIDE

Underpinning knowledge of includes:

- Current industry and technology information sources.
- Current business practices in relation to preparing reports.
- Identify components of the business planning process relevant to the development of IT business solutions.
- Current industry accepted hardware and software products with broad knowledge of general features and capabilities.
- Broad knowledge base of vendor product directions.
- Broad general knowledge of the client business domain.
- Broad knowledge base of quality assurance practices.
- A basic knowledge of information gathering techniques.
- Industry networks.
- Key individuals and organisations within the IT industry.

Underpinning skills include:

- Problem solving unknown problems in a range of contexts.
- Project planning skills in relation to scope, time, cost, quality, communications and risk management.
- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives.
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information.
- Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature.
- Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts.
- Communication skills to convey complex and abstract concepts and information.

Critical aspects of evidence
Assessment must confirm the ability to apply technical knowledge in the preliminary analysis of emerging technology according to organisational requirements or practices. Assessment must confirm the ability to convey and access conceptual information regarding emerging technology in relation to organisational needs.

Interdependent assessment of units
The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Resources
Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

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Context
Work is conducted without supervision if routine, under minimal supervision if non-routine. An individual demonstrating these competencies would be able to: demonstrate understanding of a broad knowledge base incorporating some theoretical concepts; apply solutions to a defined range of unpredictable problems; determine and apply skill and knowledge areas to a wide variety of contexts with depth in some areas; determine, analyse and evaluate information from a variety of sources; take responsibility for ones own output in relation to specified quality standards; and take limited responsibility for the quantity and quality of the output of others. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITS113A: IDENTIFY AND RESOLVE COMMON DATABASE PERFORMANCE PROBLEMS

This unit describes the competency required to identify and solve common database performance problems to improve database performance

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS113A/03	Tune database.	• Module performance is tracked according to specifications. • Efficiency of SQL is monitored and tuned as required. • Performance of shared pool, blocks and buffers are monitored and measured. • Any contentions identified are detected and resolved. • Database is reconfigured according to specifications.
ICAITS113A/02	Configure database.	• Files are distributed to minimise I/O contention. • Appropriateness of backup procedures developed is ensured. • Rollback segments are reconfigured. • Database is configured and performance is tested.
ICAITS113A/01	Diagnose problems.	• Appropriate diagnostic tool is determined based on organisational database requirements and vendor recommendations. • Diagnostic tool is run to identify latch contentions and events causing waits. • Inappropriate use of database and temp table spaces are determined. • Undertake Appropriate fixes based on diagnostic results are undertaken.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

Data base options
Can include, but not limited to: relationship databases, object-relational databases, flat file databases, proprietary databases, off the shelf database packages.

Database files
Number and naming conventions will vary according to type of database.

Database dictionary
Fields and definitions will vary according to data/information to be loaded.

IT Platform
IT platform on which database will sit and will affect considerations such as: database options, size of database, performance of database.

Performance/Tuning enhancements
Can include, but not restricted to: improvements to response time, simultaneous access.

Database support functions
Can include, but not are not restricted to: database administrator, supplier support, development support database designer, maintenance of database dictionary, database security.

Operating system
Each product will have different functionality and ways of operating. Third party products may also be used in administration.

Client User
May be a department with the organisation or a third party and so the relation and ease of access will vary.

Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

Backup
May involve simple, single tape unit backup to more comprehensive and complex backup facilities across the network.

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EVIDENCE GUIDE

Underpinning knowledge of

- Broad knowledge base incorporating theoretical concepts of SQL.
- Detailed knowledge base incorporating theoretical concepts of database administration.
- Detailed knowledge base incorporating theoretical concepts of tuning methodologies.
- General knowledge base incorporating theoretical concepts of the principles of databases.
- Detailed knowledge base incorporating theoretical concepts of diagnostic tools.

Underpinning skills in

- Analysis skills in relation to normal routine and non routine work processes.
- Project planning skills in relation to set benchmarks and identified scope.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Problem solving skills in non routine work processes.

Critical aspects of evidence

Assessment must confirm the ability to correctly identify and solve common database performance problems to improve database performance.

Interdependent assessment of units

This unit may be assessed with any of the following: ICAITS108A, ICAITU127A, ICAITS113A, ICAITB061A, ICAITS024B, ICAITS106A, ICAITS125A, ICAITS030B, ICAITU126A, ICAITS107A The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources

Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context

This competency can be assessed in the workplace or in a simulated environment. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with database administration by identifying the general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to the above critical aspects of evidence.

Recording assessment

If this unit is successfully assessed the recording of this assessment will include " Identify and resolve common database performance problems PRODUCT & VERSION".

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UNIT ICAITS118A: MANAGE SYSTEM SECURITY

This unit defines the competency required to implement and manage security functions on a system.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS118A/05	Implement additional security procedures.	• External access is reviewed and appropriate devices such as firewalls are recommended. • Market for firewalls is evaluated and recommendations are made to senior management. • Firewall is installed and configured in accordance with manufacturer's recommendation and security standards. • Need is reviewed and recommendations are made for additional equipment such as hardware, network computers, secure hubs, switches etc. • Approved equipment is installed and is configured to provide required levels of security.
ICAITS118A/04	Incorporate controls into the system.	• Controls to be added to the system, and controls which are environmental or operating system based such as user access, are identified. • User access security provisions are documented by user classification to be applied at program, record or field level and inclusion of procedures for controlling the security provisions is ensured (eg. password allocation) according to client requirements. • Senior management and auditor approval is obtained for the design of the controls.
ICAITS118A/03	Identify appropriate controls.	• Control methods that are being used on the system are reviewed, such as controls over input, output, files, processing, etc. • Mail monitoring processes determined to uncover breaches in various legal acts and legislation. • Module and system-wide controls are reviewed (eg. date/version checks, reconciliation procedures) against client requirements and safety requirements. • Significant error handling is catered for (eg. acceptance/rejection of financial transactions) according to safety requirements. • Controls for security and risk issues are documented and are presented to senior management and auditors for approval.
ICAITS118A/02	Review audit needs.	• Security requirements that have been evaluated to date are reviewed and their appropriateness is discussed with auditors. • Designs and client safety requirements are discussed with auditors and key stakeholders. • Audit trails are agreed with auditors and the incorporation of any user needs is ensured, for example, managers may want to track staff activities.

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ICAITS118A/01	Identify threats to system.	• Risk analysis is carried out and threats to system are evaluated, such as hackers, eavesdropping, viruses, etc. internal versus external. • Cost effective measures are identified to recover or prevent threats. • Security policies and disaster recovery plan are developed. • Plan is presented to management for approval and authorisation.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Security categories
Organisations will external access especially with the Internet may have strict requirements for categorising files and access.

Encryption
Built in or third party products may be used in organisations who have high risk data.

Systems
Can include but are not limited to mainframes, distributed, Internet, networks.

Software
Most likely to be packaged software but can be supplied from many varying vendors and can include security, audit, virus checking and encryption modules.

Operating system
Each product will have different functionality and ways of operating. Third party products may also be used in order to improve security.

May be part of router configuration and/or proxy server. Many vendor products are available.

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Security Test
To confirm security monitoring processes are viable. The test will vary both in complexity and duration depending on the number of risk procedures employed.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Risk
Some systems may be critical and so require higher levels of security.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

Privacy/ Ethics
All monitoring of activity will comply with relevant legislative requirements. Users should be informed that monitoring may occur.

Client User
May be a department with the organisation or a third party and so the relation and ease of access will vary.

Documentation and Reporting
Audit trails, naming standards, version control.

EVIDENCE GUIDE

Underpinning knowledge of

- Current industry accepted hardware and software products with broad knowledge of general features and capabilities.
- Broad general knowledge of the client business domain, business function and organisation.
- Systems technologies with broad knowledge of general features and capabilities incorporating substantial depth in some areas.
- Risk analyse with broad knowledge of general features incorporating substantial depth in some areas.
- Specific security technology broad knowledge of general features incorporating substantial depth in some areas.

Underpinning skills in

- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives.
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information.
- Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in systems security methodologies and technologies.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Questioning and active listening skills.
- Project planning skills in relation to scope, time, cost, quality, communications and risk management.

Critical aspects of evidence
Assessment must confirm knowledge of security features available in the operating environment. Assessment must confirm the ability to implement and manage security functions on a system.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITS104A, ICAITS105A, ICAITS111A, ICAITAD042A, ICAITI089A, ICAITI090A, ICAITAD056A, ICAITS116A, ICAITS035B, ICAITAD041A, ICAITT063A The interdependence of units of competency for assessment will vary with the particular project or scenario.

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Resources
Assessment may be carried out on site or using specific scenarios where the outcome is well defined. This should be a practical assessment using appropriate equipment and software with security restrictions. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
This competency can be assessed in the workplace or in a simulated environment. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with up to date systems security methodologies and technology by identifying the general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to the above critical aspects of evidence.

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UNIT ICAITS111A: MANAGE AND REVIEW DELIVERY OF MAINTENANCE SERVICES

This unit describes the competency required to manage the delivery of maintenance services.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS111A/03	Tune system and monitor performance.	• Any necessary components are obtained, or steps necessary to improve system performance are realised. • Components are installed and/or adjust system parameters or configuration. • Network balance or other hardware configurations are adjusted as appropriate. • System is monitored and retained where applicable, to demonstrate improved performance. • System documentation and, if necessary, equipment register are updated to record any changed components. • Recommendations are made for prevention or early detection of same or similar performance problems.
ICAITS111A/02	Investigate methods to improve performance.	• System capacity, limitations and findings from performance review activities are reviewed. • Options are discussed with system programmer, suppliers, consultants and other technical sources, as applicable. • System tools are used to gather additional information that may be required to assist in final determination of problem. • Various courses of action designed to reduce performance problems and expected measure of improvement are identified. • Method for resolution that is cost effective and provides a timely solution to the problem is identified.
ICAITS111A/01	Identify areas of poor performance.	• Fault logs are examined to determine if performance is a problem reported by client users. • System utilisation, file and disc structure, performance reports and files are analysed to identify any peak periods or possible performance problems. • Response times are reviewed by using benchmark and other performance measurement tools. • Network capacity and throughput are investigated using software or hardware tools to monitor performance over a period. • Any other technical areas that can be explored to identify bottlenecks are identified.

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

System performance
Can be affected by imbalances in disk utilisation and available space, memory availability and utilisation, processor utilisation, disk speed, allocation of files across disk space, number of concurrent users, work load, physical limitations of system, poor design in a program/s, queue depth, seek time, I/O channel availability.

Methods to improve performance
Can include: load balancing, tuning the disk sub-system, reducing total load by tuning the operating system, tuning applications to reduce the load they impose. Can include using various systems tools to adjust system parameters through to an upgrade (hardware or software).

Diagnostic tools
Varies across technology platforms, but can include software, electronics equipment (eg. volt meter, oscilloscope, data analyser).

Service level agreement
Use is optional, content varies across organisations. Can include: workload and performance considerations, expectations regarding servicing, penalties, charge back to business units.

Maintenance options
Maintenance options can include on-site response, remote diagnostics, return to depot, business hours only support, through to 24x7 hours support, telephone support, second level support.

Hardware
Can include IT equipment of all types PCs, printers, mid range, mainframe, communications equipment. Generally the larger and more expensive the equipment the less likely in-house expertise will be available and the supplier will be relied on for support.

Software and Applications
Can include packaged software, in-house development or out-sourced development. The amount of maintenance, change and tailoring that can be undertaken will vary.

Reporting procedures
Help desk and maintenance structures will vary. Some may be just a call centre or a general contact point, which then calls a supplier or other technician. Others may be staffed by technicians capable

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of solving the problem. Thus documentation and other procedures will vary. Systems to monitor change request may be manual or computerised.

Tuning and performance
Can include, but not restricted to: improvements to response time, simultaneous access.

Data base optimisation
Can include, but not limited to: relationship databases, object-relational databases, flat file databases, proprietary databases, off the shelf database packages.

Client User
May be a department with the organisation or a third party and so the relation and ease of access will vary.

Documentation and Reporting
Audit trails, naming standards, version control.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

EVIDENCE GUIDE

Underpinning knowledge of

- Broad knowledge of help desk and maintenance practices.
- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas.
- Broad knowledge base of the role of stakeholders and the degree of stakeholder involvement.
- Broad general knowledge of the client business domain.
- Detailed knowledge of the system current functionality.
- Broad knowledge base of quality assurance practices.
- One or more change management tools.
- A broad knowledge base incorporating some theoretical concepts of system performance.
- A broad knowledge base incorporating some theoretical concepts of change control procedures.
- Detailed knowledge of the system under modification.
- A broad knowledge base incorporating some theoretical concepts of capacity planning.
- Context of changes being implemented.
- Detailed knowledge of the system current functionality.
- Business scheduling requirements.
- A broad knowledge base incorporating some theoretical concepts of diagnostic tools.

Underpinning skills in

- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives.
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information.
- Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature.
- Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts.
- Negotiation skills in relation to other team members and applied to a defined range of predictable problems.

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- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Change management skills in relation to maintain the continuity of IT operations and business functions.
- Customer service skills in relation to reviewing change procedures.
- Handling difficult clients skills in relation to reviewing change procedures.
- Conflict resolution skills in relation to reviewing change procedures.
- Risk analysis skills in relation to reviewing change procedures.
- Low level training needs analysis skills.
- Low level programming skills.

Critical aspects of evidence
Assessment must confirm sufficient knowledge system operations and demand times. Assessment must confirm the ability to keep the system balanced and performing well. Assessment must confirm the ability to analyse.

Interdependent assessment of units
This unit may be assessed with any of the following: ICAITI097A, ICAITS114A, ICAITS020B, ICAITS124A, ICAITS107A, ICAITS030B, ICAITU127A, ICAITS113A The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources
Poorly performing system, technical manuals, dedicated use of system at times, environment with live or simulated work load. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency
Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context
Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects; documentation, questioning on underpinning knowledge and skills. This competency can be assessed in the workplace or in a simulated environment.

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UNIT ICAITS108A: COMPLETE DATABASE BACKUP AND RECOVERY

This unit describes the competency required to fully backup and recover a database

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICAITS108A/04	Employ database alternatives.	• Standby database is created or prepared to meet organisational requirements. • Standby database is implemented to support critical business functions. • Standby database is documented.
ICAITS108A/03	Determine baselines and recovery procedures.	• Database baseline with and without archiving is determined according to organisational requirements. • Database is fully recovered to baseline with minimal down time. • Database recovery without loss of committed transactions is completed. • If possible, point of failure recovery is successfully completed.
ICAITS108A/02	Determine backup methods appropriate to database requirements.	• A range of backup and restoration methods based on organisational and security requirements are evaluated. • Full offline backups are completed to organisational and security requirements with minimal down time. • On-line file backups are completed to organisational and security needs with minimal down time.
ICAITS108A/01	Review database architecture.	• Architectural implications for backup and recovery are identified. • Various failure scenarios and risks are identified and examined.

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

Data base options
Can include, but not limited to: relationship databases, object-relational databases, flat file databases, proprietary databases, off the shelf database packages.

Database files
Number and naming conventions will vary according to type of database.

Database dictionary
Fields and definitions will vary according to data/information to be loaded.

IT Platform
IT platform on which database will sit and will affect considerations such as: database options, size of database, performance of database.

Performance/Tuning enhancements
Can include, but not restricted to: improvements to response time, simultaneous access.

Security
Security requirements will impact on the backup methodologies employed.

Database support functions
Can include, but not are not restricted to: database administrator, supplier support, development support database designer, maintenance of database dictionary, database security.

Operating system
Each product will have different functionality and ways of operating. Third party products may also be used in administration.

Client User
May be a department with the organisation or a third party and so the relation and ease of access will vary.

Documentation and Reporting
Audit trails, naming standards, version control.

Organisational Standards
May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.

OH and S Standards
As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Backup
May involve single tape unit backup to more comprehensive and complex backup facilities across the network.

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EVIDENCE GUIDE

Underpinning knowledge of

- Detailed knowledge of SQL.
- Detailed knowledge of database administration.
- Detailed knowledge of tuning methodologies.
- General knowledge of the principles of databases.
- Detailed knowledge of diagnostic tools.
- Detailed knowledge of backup and recovery methodologies.
- Detailed knowledge of database security.

Underpinning skills in

- Analysis skills in relation to non routine work processes.
- Project planning skills in relation to set benchmarks and identified scope.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas.
- Problem solving skills in non routine work processes.
- Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in backup and recovery strategies.

Critical aspects of evidence

Assessment must confirm the ability to implement a backup and recovery techniques with minimum disruption to the business and if necessary, introduce effective contingency techniques.

Interdependent assessment of units

This unit may be assessed with any of the following: ICAITS020B, ICAITU127A, ICAITS113A, ICAITB061A, ICAITS024B, ICAITS106A, ICAITS125A, ICAITS030B, ICAITU126A, ICAITS107A The interdependence of units of competency for assessment will vary with the particular project or scenario.

Resources

Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Context

This competency can be assessed in the workplace or in a simulated environment. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with database administration by identifying the general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to the above critical aspects of evidence.

Recording assessment

If this unit is successfully assessed the recording of this assessment will include " Database backup and recovery completed PRODUCT & VERSION".

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UNIT ICPMM63BA: ACCESS THE INTERNET

There is no descriptor for this unit

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICPMM63BA/02	Identify and use remote resources	• Search for files and documents using the World Wide Web search engines • Browse the WWW to find related sites via links • Retrieve files from an FTP repository • Send, download, read and respond to e-mail • Retrieve files attached to incoming e-mail, and send attached files • Access newsgroups relevant to the industry • Demonstrate the use of AT LEAST ONE of: Telnet, Gopher, audio conferencing, video conferencing, chat (eg IRC), Archie
ICPMM63BA/01	Identify and use local resources	• Identify installed Internet software applications and state their purposes • Demonstrate how Internet software can be used off line • Use unarchiving (uncompressing/extracting) software and virus scanner on downloaded files • Define and correctly use relevant terms such as ISDN, PPP, TCP/IP, Java,Javascript, HTML, download, WWW • Identify and explain the type of Internet connection in use • Be aware of potential security risks and avoid them

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Working with others and in teams	1

RANGE OF VARIABLES

Degree of autonomy

- Working under supervision

Types of systems

- Systems used in the pre-press sector and associated sectors with which a pre-press organisation may be required to work

EVIDENCE GUIDE

Context

- Competency should be assessed in the work environment using industry resources and software.

Critical aspects

- The underlying skills of exploring and assessing the Internet should be transferable across the printing industry and associated sectors.

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Required evidence

- Access the Internet and retrieve data using WWW and e-mail and newsgroups.
- Send a simple e-mail or newsgroup posting.
- Perform a simple search and save the text of a web page to disk.
- Extract and virus-scan downloaded files.

Demonstrate detailed knowledge of:

- how to initiate and conclude an Internet connection
- appropriate uses of different Internet protocols and data types (WWW, e-mail, etc)
- privacy and security measures related to on line tasks
- information sources

Sample Questions for Underpinning Knowledge

These questions are only examples.
They do not represent everything you need to know. Other questions may be asked.
Answers need to show knowledge required when working in a limited range of circumstances.

How to initiate and conclude an Internet connection

- If a connection attempt fails, what could be the cause and what do you do?
- How do you know if you are still on line, and how do you log off?

Appropriate uses of different Internet protocols and data types (WWW, e-mail, etc)

- Name two WWW search engines
- What is a URL?
- Why might you sometimes use e-mail to respond to a newsgroup post?
- What is shareware?
- In which of these is maintaining (upper/lower) case important: URLs, file names, passwords?
- What are "zip" files and why are they used?
- What is the difference between Java and JavaScript?
- In what ways can you use the Internet to obtain product information and technical support?
- Approximately how long would it take to download one megabyte of data using a fast modem?

Privacy and security measures related to on line tasks

- What information would you refuse to provide when filling out a form on a web page?
- What are cookies?
- Why should you not leave the terminal unattended while on line?
- Which types of files can carry viruses?
- Why must you scan for viruses before and after extracting the files from a compressed archive?
- Who owns the copyright on the types of data you retrieve?

Information sources

- What manuals, safety documentation, etc are relevant to this task and where are they kept?
- What information is included in these documents?

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Local Government Training Package

Outdoor Recreation Industry

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT SRXEME003A: RESPOND TO EMERGENCY SITUATIONS

This unit covers the knowledge and skills to recognise potential risks and emergency situations and to take action, within own area of responsibility and ability.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXEME003A/04	Debrief the emergency	a. Management authorities are notified b. The information appropriate to be given to facility or land management authorities is obtained c. Clients and others directly involved are debriefed and arrangements made for further counselling, if required d. Clients and others directly involved are advised to refer media enquiries to a nominated spokesperson
SRXEME003A/03	Control the emergency	a. The plan of action is implemented using techniques appropriate to the situation and available resources and abilities b. Equipment is operated safely and, where necessary, equipment and techniques are improvised c. Strategies for group control are identified and implemented and clients and other individuals are removed from danger d. The condition of all clients, staff and others assisting is constantly monitored e. The information required to assist ***emergency services***, where relevant, is acquired and documented f. Where required, emergency services are notified g. The plan of action is changed to accommodate changes in the situation variables h. Casualty evacuation methods are demonstrated where relevant to the context i. Organisational procedures and policies and legal requirements are correctly implemented in the event of a major injury or death
SRXEME003A/02	Develop a plan of action	a. Options for action are identified and evaluated b. Available resources are used efficiently c. The plan developed balances group and individual safety with contextual issues d. The involvement of other individuals in the plan is outlined e. Organisational emergency procedures and policies are correctly implemented as part of the plan of action f. Occupational health and safety requirements and safe working practices are applied in the plan of action, including the selection of personal protective clothing and equipment to suit the emergency situation
SRXEME003A/01	Evaluate the emergency	a. Emergency reports and signals are correctly identified and actioned and emergency and potential emergency situations are promptly recognised and assessed b. Advice is sought from relevant people, if appropriate, in evaluating the emergency c. Situations where initial response actions are not safe or are likely to be ineffective, are not attacked and are reported according to procedures d. The possible development of the emergency situation is assessed and further potential hazards to clients and staff are evaluated e. Injuries are assessed and treated appropriately g. The situation variables are examined h. Needs, including those for assistance, are prioritised promptly and accurately

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

CATEGORIES

1. Clients
a. participants in an activity or program
b. colleagues
c. small group or larger group
d. experienced or inexperienced

2. Contextual issues
a. acceptability to group/party members
b. degree of urgency
c. time constraints
d. impact on the environment

3. Development of situation
a. spread of fire
b. threat to adjoining areas
c. danger of explosion
d. loss of communications
e. involvement of additional persons

4. Emergencies
a. fire
b. hazardous releases, chemical spills
c. bomb threats
d. civil disorder
e. medical (eg, bites, stings, epileptic fit, heart attack)
f. injuries
g. panic and other emotional responses
h. equipment failure
i. lost party or party member
j. result of environmental conditions (eg, heat, cold, wet, snow, wind, blizzards, lightning, bushfires, floods, high seas
k. activity-specific (eg, stranded, "frozen" or wedged participant)

5. Emergency reports and signals
a. observation
b. verbal
c. emergency warning system
d. emergency alarm system
e. hand signals
f. verbal reports
g. telephone communications
h. radio communications
i. whistles

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6. Emergency Services
a. Police Search and Rescue
b. State Emergency Service
c. Fire Brigade
d. Ambulance Service
e. Land Management Authorities (eg, National Parks, Forestry)
f. Australian Volunteer Coastguard

7. Hazards
a. biological
b. chemical
c. mechanical
d. electrical
e. thermal
f. explosive
g. structural
h. climatic
i. psychological (eg, critical incident stress)
j. nuclear
k. security related
l. wildlife related

8. Management authorities
a. Facility owners
b. City Councils, Local Government authorities
c. National Parks and Forestry services
d. Fisheries departments
e. private land owners, crown land lessees, Defence forces
f. Aboriginal communities,
g. Water authorities
h. Commissions (eg, hydro-electricity, alpine resort)

9. Occupational health and safety requirements
a. State/territory/commonwealth legislation
b. Australian Standards
c. Occupational Health and Safety legislation
d. industry codes of practice
e. organisation's policies and procedures

10. Personal protective equipment
a. firefighter protective clothing
b. helmets
c. boots
d. gloves
e. breathing apparatus
f. protective clothing
g. protective hose lines or sprays
h. safety eye washes
i. safety showers

11. Plans of action
a. Search procedures (search of likely routes followed, systematic search, voice or whistle contacts)
b. evacuations
c. control of fire
d. administering of first aid
e. assistance to injured party member
f. retrieval of party member
g. activity-specific rescue techniques

12. Relevant people to assist evaluation
a. other emergency team members
b. emergency response related persons as detailed in emergency procedures

13. Resources
a. other clients/group members
b. food
c. equipment
d. client's experience

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14. Situation variables

a. capabilities of the group/clients
b. weather conditions
c. topography
d. time frame for survival
e. other time factors
f. human resources
g. available food and water
h. size of search area
i. time of day
j. communications facilities and difficulties
k. emotional and physical condition of the clients/group

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered

a. Assessment must confirm sufficient knowledge of potential emergency situations within the community recreation, fitness, outdoor recreation or sport industry
b. Assessment must confirm the ability to apply knowledge of emergency procedures to the management of activity-specific emergencies
c. In particular, assessment must confirm the ability to

c.1 accurately evaluate the emergency
c.2 avoid/control escalation of the emergency
c.3 develop a plan of action decisively
c.4 efficiently implement a plan of action
c.5 deal with contingencies

d. Assessment of performance should be over a period of time covering all categories of each range of variable statements that are applicable in the learners environment

2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 SRX EME 002A Participate in the control of minor emergencies

b. This unit must be assessed in conjunction with the following unit(s):

b.1 activity specific or community recreation/fitness/outdoor recreation/sport specific emergency response or rescue units

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 PUA EMEO 02A Manage injuries in emergency incident

3. Required knowledge and skills

a. Underpinning knowledge

a.1 First aid knowledge appropriate to the location
a.2 Use of communications equipment
a.3 Safety procedures near rescue equipment
a.4 Organisational and legal policies and procedures in the event of an accident/incident
a.5 Activity specific rescue techniques and/or emergency techniques specific to a sector of the sport and recreation industry
a.6 Procedures to deal with death of a client

b. Underpinning skills

b.1 First aid skills appropriate to the location
b.2 Activity specific rescue techniques or emergency response techniques
b.3 Adaptability and resourcefulness to improvise resources and cope with contingencies
b.4 Problem solving and contingency management

b.5 Local call out procedures to access emergency services personnel

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4. Resource implications

a. Assessment of this competency requires access to emergency response equipment appropriate to the learner's work environment (ie, within the community recreation, fitness, outdoor recreation or sport industry)
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables, contexts and types of emergency situations applicable to a particular work environment within the sport and recreation industry

6. Context for assessment

a. Competency must be demonstrated in a real work environment
b. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXCLS003A: COORDINATE INTERACTION WITH CLIENTS

This unit covers the knowledge and skills to ensure that the organisation standards for providing service to clients and dealing with complaints are met.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXCLS003A/06	Communicate with management	a. Management is referred to regarding current organisation policies on client service issues which may affect the operation of the department / section b. Operational information is provided to management and other supervisors in order to facilitate client service planning
SRXCLS003A/05	Lead client service team	a. Organisation policies and procedures are interpreted and applied to organisation operation b. Team is motivated to achieve high standard of service to clients c. Team access to current information on staff issues and operations is ensured d. Team tasks are clarified, planned and allocated in consultation with staff to ensure effective day-to-day organisation operation and efficient use of human resources e. Team is informed of changes in organisation service policies and procedures which impact upon their roles/responsibilities f. Team is provided with feedback in regard to achievement/non achievement of agreed service standards and performance/targets g. Team members are encouraged to contribute feedback in regard to achievement of performance targets h. Routine problems are handled using appropriate problem solving techniques and referred to management if required
SRXCLS003A/04	Implement organisation policy regarding client complaints	a. Details of the complaint are established to clarify its nature b. Summary of the complaint is recorded accurately and, where appropriate, apologies for inconvenience are tendered c. Appropriate options for resolving complaint are identified d. Complaint is referred to higher authority according to organisation policy if resolution is not possible e. Optimal solution is negotiated with the client and the chosen solution is implemented with the timeframe f. Prescribed documentation is finalised g. Effectiveness of solution and related outcomes is evaluated h. Any necessary changes to organisation procedures are identified i. Service standards and procedures are monitored to ensure organisation policy in regard to client complaints are authorised, actioned, or referred to a higher authority according to organisation policy
SRXCLS003A/03	Implement client service standards	a. Service standards are monitored according to ***organisation policy*** b. Deficiencies in service are identified and action is taken as required according to organisation policy c. Client's ***special needs*** are satisfied where appropriate according to organisation policy d. Organisation policies and procedures in relation to client service provision are conveyed to team members e. Feedback on quality of service provision is given to team members and management on a regular basis

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SRXCLS003A/02	Provide information, advice and follow-up to clients	a. Client needs are clarified and appropriate information is provided b. Alternative sources of information/advice are discussed with client a. Identified gaps in available information are referred to relevant person for action c. Follow-up alternatives are offered and further information is dispatched to client if required
SRXCLS003A/01	Clarify specific needs of client	a. *Client needs* are accurately assessed against the products/services provided by the organisation b. Features and benefits of the products/services provided by the organisation are clearly described and recommended for the client's needs c. *Client* details are recorded clearly and accurately in the required format

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2

RANGE OF VARIABLES

CATEGORIES

1. Clients

a. new
b. existing
c. internal

  c.1 colleagues
  c.2 teams
  c.3 departments

d. external
e. socio-economic background
f. cultural background
g. ethnic background
h. physical and mental abilities
i. gender
j. age
k. religious background

2. Client needs

a. information regarding organisation facilities and/or services
b. follow up in event of delays in service provision
c. location of specific items within the organisation

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3. Organisation's policies and procedures

a. availability of information
b. client service
c. staff supervision
d. lines of communication to staff and management
e. protocol for attending to client complaints about product or individual staff
f. complexity of complaints and solutions available within organisation limits
g. timelines for resolution of complaints
h. monitoring team performance
i. discipline
j. grievance handling
k. allocating duties/responsibilities
l. range of responsibilities/duties
m. meetings
n. organisation appraisal

4. Special needs

a. non routine information or service
b. service or facilities to assist disabled persons
c. urgent requirements

5. Work environment varies according to

a. staff

   a.1 full-time
   a.2 part-time
   a.3 casual

b. trading conditions

   b.1 routine
   b.2 busy

c. levels of staffing

   c.1 eg, staff shortages

d. size and complexity of organisation
e. product/service range

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered

a. Assessment must confirm sufficient knowledge of coordination of a range of services to clients within the work environment
b. Assessment of performance should be over a period of time covering all categories of the clients, client needs and special needs within the range of variables statements that are applicable in the learners work environment
c. In particular, assessment must confirm the ability to

   c.1 Correctly identify client needs and record client inquiries in an appropriate manner
   c.2 Recommend relevant products and services
   c.3 Record client complaints
   c.4 Ensure all efforts are made to resolve the complaint in conjunction with the client and within organisation limits
   c.5 Implement the solution within organisation timelines
   c.6 Attend to the client in an appropriate manner and ensure client is satisfied
   c.7 Provide appropriate follow-up within organisation timelines
   c.8 Co-ordinate a team in the provision of quality client service according to organisation policy by

      c.8.1. consulting with staff
      c.8.2. allocating tasks
      c.8.3. conveying relevant information
      c.8.4. applying policy
      c.8.5. monitoring performance
      c.8.6. identifying deficiencies
      c.8.7. providing feedback
      c.8.8. motivating staff
      c.8.9. solving routine problems

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c.9 Provide accurate feedback to management on operational and procedural matters related to provision of client service
c.10 Supervise the resolution of client complaints according to organisation policy

2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 SRX CLS 002A Deliver service to clients

b. This unit must be assessed in conjunction with the following unit(s):

b.1 SRX COM 003A Collect and provide information to facilitate communication flow

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 Nil

3. Required knowledge and skills

a. Underpinning knowledge

a.1 Organisation policies and procedures
a.2 Organisation services, products and management hierarchy
a.3 Legislation and statutory requirements, including consumer law
a.4 Industry codes of practice

b. Underpinning skills

b.1 Communication strategies for teams
b.2 Interpersonal skills

b.2.1. giving feedback
b.2.2. coaching
b.2.3. performance analysis
b.2.4. questioning/listening/observation
b.2.5. group presentation
b.2.6. team motivation
b.2.7. negotiation
b.2.8. team leadership
b.2.9. non verbal communication

b.3 Conflict resolution skills
b.4 Time management
b.5 Problem solving strategies
b.6 Planning and organising activities
b.7 Literacy skills in regard to: completing a proforma for feedback to management; and reading and interpreting organisation policies and procedures

4. Resource implications

a. Assessment of this competency requires access to a workplace with clients
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real work environment
b. In cases where the learner does not have the opportunity to cover all categories of client, client needs and special needs from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXCLS002A: DELIVER SERVICE TO CLIENTS

This unit covers knowledge of specific organisation personnel/departments and procedures and encompasses the competencies required to deliver service to clients, either internal or external.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXCLS002A/03	Identify clients special requirements	a. Clients with ***special needs or requirements*** are identified promptly by observation and questioning b. A willingness to assist is conveyed verbally and non-verbally c. Clients needs are promptly serviced, referred or redirected as required
SRXCLS002A/02	Respond to client complaints	a. A positive helpful attitude is conveyed to clients when handing complaints b. Complaints are handled sensitively, courteously and with discretion c. The nature of the complaint is established by active listening and questioning and confirmed by client d. Action is taken to resolve the complaint to the client's satisfaction wherever possible e. Unresolved client dissatisfaction or complaints are promptly referred to supervisor f. Opportunities are taken to turn incidents of client dissatisfaction into a demonstration of high quality service to clients in line with organisation policy g. Documentation regarding client dissatisfaction or complaints is completed accurately and legibly h. Follow up action is taken as necessary to ensure client satisfaction
SRXCLS002A/01	Deliver service to clients	a. Key functions, office procedures and personnel/departments within the organisation which are essential to serving ***client needs*** are identified b. Communication with ***clients*** is conducted in a professional, courteous manner, according to ***organisation policy*** c. Details of client inquiry are established by questioning and summarising d. Clients needs and reasonable ***requests*** are met or referred to supervisor according to organisation policy e. Clients details and information are recorded where necessary f. Possible problems are identified, anticipated and action taken to minimise effect on client satisfaction g. Opportunities to deliver additional levels of service beyond the clients immediate request are recognised and acted upon h. Verbal and non-verbal communication is used to develop rapport with clients during service delivery i. Repeat custom is encouraged by promotions of appropriate services of products according to organisation policy j. Where relevant, client returns or refunds processed according to organisation policy and procedures k. Client is farewelled appropriately and courteously according to organisation policy

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

CATEGORIES

1. Clients
a. regular
b. new
c. internal (ie, work colleagues)
d. external
e. socio-economic background
f. cultural background
g. ethnic background
h. physical and mental abilities
i. gender
j. age
k. religious background

2. Client needs
a. information regarding organisation facilities and/or services
b. follow up in event of delays in service provision
c. location of specific items within the organisation

3. Organisation policies and procedures
a. client service. delivery policies
c. dealing with difficult clients
d. handling and recording complaints
e. allocated duties/responsibilities
f. client returns/refunds

4. Requests
a. routine
b. special

5. Special needs or requirements
a. non routine information or service
b. service or facilities to assist disabled persons
c. urgent requirements

6. Work environment varies with respect to:
a. size
b. type of organisation and complexity
c. service(s) provided
d. staff numbers and supervision
e. staff training

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EVIDENCE GUIDE

1. Critical aspects of evidence to be considered

a. Assessment must confirm sufficient knowledge of the organisation's services and client service procedures in the work environment

b. Assessment of performance should be over a period of time covering all categories of the clients, client needs and special requirements from the range of variables statements that are applicable in the learners work environment

c. In particular, assessment must confirm the ability to

c.1. Identify accurate information about the organisation
c.2. Ensure inquiries are handled by the relevant person
c.3. Consistently apply organisation policies and procedures and industry codes of practice in regard to client service
c.4. Provide a quality service environment by treating clients in a courteous and professional manner
c.5. Accurately identify the nature of client complaints, resolving complaints and providing service to clients according to organisation procedures
c.6. Use effective questioning/active listening and observation skills to identify customers' special requirements
c.7. Work collaboratively within a team to meet clients' needs

2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 Nil

b. This unit must be assessed in conjunction with the following unit(s):

b.1 SRX COM 002A Receive and pass on information to facilitate effective routine communication

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 Nil

3. Required knowledge and skills

a. Underpinning knowledge

a.1 Operational knowledge of organisation's policies and procedures
a.2 Operational knowledge of organisation's services and/or products
a.3 Basic knowledge of legislation and statutory requirements, including consumer law

b. Underpinning skills

b.1 Questioning / listening techniques to identify client needs
b.2 Time management to effectively service clients
b.3 Conflict resolution skills to handle difficult or abusive clients
b.4 Greeting/farewelling techniques to provide client service
b.5 Add on selling concepts to cater to additional client needs
b.6 Literacy skills to take messages, record information, record complaints and read and record sales, stock and delivery documentation

4. Resource implications

a. Assessment of this competency requires access to a workplace environment with clients

b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real work environment

b. In cases where the learner does not have the opportunity to cover all categories of client, client needs and special requirements from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXRES002A: IMPROVE CLIENT AWARENESS AND IMPLEMENTATION OF ENVIRONMENTAL MANAGEMENT PRACTICES

This unit covers the knowledge and skills to improve awareness of environmental management practices within an organisation and inform external clients of the organisation's practices.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXRES002A/05	Inform external clients of environmental management practices	a. Advantages of informing external clients of organisation's environmental management practices are identified and used to determine methods to improve their awareness b. Opportunities to inform external clients of organisation's environmental management practices are identified and supervisors/management are notified of new opportunities c. Resources and information required to inform external clients are identified and accessed within budget cycles d. Interactions with clients are used as an opportunity to inform them of the organisation's environmental management practices e. Strategies are developed to enable clients to participate in the implementation of the environmental management practices
SRXRES002A/04	Monitor and review the levels of community awareness	a. Regular data are collected and analysed to provide accurate measures of performance b. Comparisons are made with required outcomes to assess performance c. Recommendations are made for changes to methods and systems d. Changes to methods and systems are made to ensure outcomes are achieved e. Information obtained during monitoring and review is used to develop new methods and systems which are based on accumulated knowledge and experience
SRXRES002A/03	Implement appropriate methods to improve staff awareness	a. Financial resources are identified and procured within budget cycles to support the achievement of required outcomes b. Personnel are identified, trained and assigned to tasks so that strategy requirements for skills and knowledge are met c. Physical facilities and equipment are identified and procured within budget cycles d. Information materials are prepared and distributed to ensure required awareness levels are achieved e. Improvement in staff awareness of environmental issues is achieved in accordance with local policy, procedures and relevant ***legislative requirements***
SRXRES002A/02	Develop and rank methods to improve staff awareness and implementation of environmental management practices	a. Relevant information to assist staff awareness in environmental management is identified, researched and collated b. Specialist knowledge and skills are applied to determine the most suitable method c. Criteria to develop an effective ranking of practices is developed d. ***Methods for improving staff awareness*** and reaching identified areas of need is determined e. Information needs and opportunities for community involvement in improving awareness are established

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SRXRES002A/01	Identify level of staff awareness and implementation of environmental management practices	a. Criteria for determining ***staff awareness*** and ***effectiveness*** of implementation of existing practices are developed b. Criteria are applied in order to determine relative effectiveness c. The need for modification or improvement of staff implementation of existing environmental practices is identified d. New areas which require implementation of environmental management practices in accordance with the organisation's policies and environmental management plan are determined

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	1

RANGE OF VARIABLES

CATEGORIES

1. Staff awareness
a. level of knowledge
b. need for information
c. awareness of methods of information distribution
d. methods for suggesting improvements in systems
e. internal system within the organisation

2. Effectiveness
a. the range of methods used
b. consistency of involvement
c. level and quality of training provided
d. level and quality of involvement
e. funding and resources required
f. quality and level of benefit derived
g. outcomes achieved and goals for improvement

3. Legislative context
a. State/Territory statutory requirements
b. local laws, by-laws, ordinances and policy

4. Methods for improving awareness
a. significant use of resources
b. minimal input of resources
c. use of existing systems within the organisation
d. high quality materials
e. use of experts or consultants with relevant skills

5. Work environment
varies with respect to
a. size of the organisation
b. location
c. organisational structure
d. nature of service provided
e. resource availability

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EVIDENCE GUIDE

1. Critical aspects of evidence to be considered

a. Assessment must confirm sufficient knowledge of methods to determine staff awareness of the organisation's environmental management strategies and the effectiveness of staff implementation of the strategies in the work environment

b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment

c. In particular, assessment must confirm the ability to:

c.1 Determine the level of staff implementation of the organisation's environmental management practices
c.2 Develop appropriate methods to improve staff implementation of the organisation's environmental management practices
c.3 Accurately assess ant improvement in implementation
c.4 Assess client awareness of the organisation's environmental management practices
c.5 Improve external client awareness of the organisation's environmental management practices

2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 Nil

b. This unit must be assessed in conjunction with the following unit(s):

b.1 Nil

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 Nil

3. Required knowledge and skills

a. Underpinning knowledge

a.1 Environmental issues
a.2 Community needs and expectations
a.3 Organisation structure and services
a.4 Training requirements/networks

b. Underpinning skills

b.1 Research
b.2 Consultation
b.3 Presentation
b.4 Programming
b.5 Strategic planning
b.6 Budgeting
b.7 Evaluation

4. Resource implications

a. Assessment of this competency requires access to a work environment

b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real work environment

b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements that are applicable in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXRES001A: EDUCATE THE PUBLIC ON THE SAFE USE OF A SPORT AND RECREATIONAL RESOURCE

This unit covers the knowledge and skills to identify problems re safe usage of a resource and to contribute to the development and presentation of information to the public to address the problems.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXRES001A/05	Maintain records of public education programs	a. Educational program materials are filed and stored according to agreed procedures b. Evaluation and feedback on programs is available for use of future program development c. Records of education schedules and costings are up-to-date and accurate
SRXRES001A/04	Evaluate presentation	a. ***Audience*** understanding and response is assessed b. Feedback from the ***audience*** and observers is analysed c. Recommendations for improvement to the presentations are made
SRXRES001A/03	Conduct public presentation with appropriate media	a. Information is presented in logical steps b. ***Equipmen***t is operated correctly and used effectively c. Appropriate aids are used to help the audience understand the presentation d. Language used is appropriate to the group
SRXRES001A/02	Plan and organise public presentations	a. ***Presentations*** are planned taking into account characteristics of the audience and subject matter to be presented b. Required ***equipment*** and other resources are identified and organised c. Relevant organisations are contacted to gain information
SRXRES001A/01	Contribute to the development of educational and information strategies	a. Specific ***problems*** relating to safe use of the sport and recreational ***resource*** by the ***public*** are identified b. Suggestion for changes to the ***educational programs*** are provided c. Contributions are made to the production of educational or informational material

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	1

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RANGE OF VARIABLES

CATEGORIES

1. Audience
a. specific client or community group
b. mixed client or community group

2. Educational programs
a. signs
b. posters
c. flyers
d. presentations
e. film/video

3. Equipment/ materials necessary for presentations
a. audio/visual modes
b. photos/slides
c. film
d. signs and posters

4. Problems
a. use of equipment
b. compliance with "no go" /out of bounds areas
c. compliance with safe practices/behavior

5. Public
a. ethnic and linguistic background
b. age
c. educational level

6. Resource
a. building
b. built facility (including tracks, walkways, etc)
c. venue
d. grounds
e. natural resource

7. Work environment
varies with respect to
a. size of the organisation
b. location
c. organisational structure
d. nature of services provided

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered
a. Assessment must confirm sufficient knowledge of safety issues and methods to convey safe usage of a recreation facility
b. Assessment of performance should be over a period of time covering all categories of audience, public and problems from the range of variables statements and two categories of equipment and educational programs that are applicable in the learners work environment
c. In particular, assessment must confirm the ability to:

c.1 Identify problem areas and possible changes to current educational programs
c.2 Plan and conduct public presentations
c.3 Maintain and update records of information and presentations

2. Interdependent assessment of units
a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 SRX COM 003A Collect and provide information to facilitate communication flow

b. This unit must be assessed in conjunction with the following unit(s):

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b.1 Nil

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 Nil

3. Required knowledge and skills

a. Underpinning knowledge

a.1 Sources of information on problem areas with respect to facility usage
a.2 Current types of educational material and presentation format
a.3 Presentation techniques
a.4 Use of audio-visual equipment and other relevant equipment
a.5 Evaluation techniques (formal and informal)
a.6 Budgeting for presentations and resources

b. Underpinning skills

b.1 Oral and written communication skills to record and present information
b.2 Public speaking

4. Resource implications

a. Assessment of this competency requires access to a real or simulated work environment with equipment to conduct a public presentation
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real work environment
b. In cases where the learner does not have the opportunity to cover all categories of audience, public and problems from the range of variables statements and two categories of equipment and educational programs in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXTEM004A: DEAL WITH CONFLICT

This unit covers the knowledge and skills required to deal effectively with conflict in the workplace.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXTEM004A/03	Use effective interpersonal skills	a. Effective verbal and non verbal communication is used during negotiations, including body language, questioning, language style, active listening and reflection b. Feedback is given assertively and received non-defensively during negotiations
SRXTEM004A/02	Implement conflict resolution strategies	a. Responsibility is taken for resolving the conflict within scope of individual responsibility b. ***Factors and issues relevant to the conflict*** are clarified c. The correct ***conflict resolution technique*** is used to manage the conflict situation after consideration of the particular situation d. ***Options for resolution*** of the conflict are identified which allow for constructive responses to be negotiated and enable established work relationships to continue e. During negotiations and discussions, all points of view are encouraged, accepted and treated with respect
SRXTEM004A/01	Identify conflict situations	a. Signs and possible causes of conflict are quickly identified b. The stage of the conflict, with respect to progression and possible escalation, is accurately determined c. Swift and tactful action is taken to prevent escalation d. Situations where personal safety of clients or staff may be threatened are quickly identified and appropriate assistance is organised e. Factors within the individual or workplace which relate to the developing conflict are identified

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Solving problems	2
Using mathematical ideas and techniques	3

RANGE OF VARIABLES

CATEGORIES

1. Conflict resolution techniques

a. withdrawal
b. smoothing
c. compromise
d. forcing
e. confrontation – problem solving

e.1. compromise
e.2. majority vote
e.3. arbitration

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2. Conflict situations

may include but are not limited to

a. client complaints
b. conflicts among work colleagues
c. conflict between clients/participants

3. Factors related to conflict
a. opposing attitudes, values, beliefs
b. individual versus group goals
c. workload
d. stress
e. limited resources

4. Options for resolution
a. win-win
b. win-lose
c. lose-lose

5. Workplace environment
a. includes all sectors of the recreation industry (fitness, sport, community recreation, outdoor recreation)

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered
a. Assessment must confirm sufficient knowledge of typical symptoms and causes of conflict in the work environment and conflict resolution techniques
b. Assessment of performance should be over a period of time covering all categories of conflict resolution technique and conflict situation from the range of variables statements that are applicable in the learners work environment
c. Assessment must confirm the ability to apply this knowledge and appropriate techniques to:

c.1 identify sources of conflict in the workplace
c.2 resolve a range of different conflict situations, using different options for resolution
c.3 use suitable communication skills to facilitate effective discussion between all parties and achieve resolution

2. Interdependent assessment of units
a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 Nil

b. This unit must be assessed in conjunction with the following unit(s):

b.1 SRX TEM 003A Work autonomously

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 Nil

3. Required knowledge and skills
a. Underpinning knowledge

a.1. signs and stages of conflict in the workplace
a.2. possible causes/sources of conflict (ideational, status and power, goal conflict)
a.3. functions of conflict (functional and dysfunctional)
a.4. options for constructive responses to typical conflict situations

b. Underpinning skills

b.1. interpersonal communication skills
b.2. participation in small informal work groups
b.3. problem solving
b.4. ability to gather, record, and convey information

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4. Resource implications

a. Assessment of this competency requires access to real or simulated work group situations
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts

6. Context for assessment

a. Competence must be demonstrable for the relevant work situation, in a real or simulated environment
b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements that are applicable in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXTEM003A: WORK AUTONOMOUSLY

This unit covers competency for working as a member of a team or as an individual for periods of time without direct supervision and for coaching and mentoring colleagues.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXTEM003A/07	Respond to stress and conflict in the team	a. Response to indications of stress or need for support in colleagues encourages them to share their concerns and difficulties b. Offers to help colleagues made in the work context to alleviate stress or develop support are within the learner's area of responsibility and competence c. Information to help colleagues identify sources of support or expertise and further training opportunities likely to enhance their competence and ability to cope is shared d. Response to conflict with colleagues or between colleagues does not disrupt the work of the organisation e. Conflict which cannot readily be resolved is referred promptly to an appropriate person f. Response to solutions proposed to reduce conflict demonstrates willingness to compromise and to amend practices in a flexible and positive manner in the interests of the effective working of the organisation g. Evidence of prejudice and/or discrimination on the part of a team member is challenged in a manner likely to bring about change Support offered to colleagues in conflict with others is consistent with organisational requirements and procedures, and balances needs of the individual colleague with the maintenance of quality of the organisation
SRXTEM003A/06	Contribute to team meetings	a. Adequate meeting preparation enables the supply of suitable information and effective contribution to discussion b. Participation in the meeting, planning and decision-making is consistent with own role and the role of other members of the team c. Information given and views expressed to those outside the team are consistent with the decisions of the team d. Decisions made which conflict with the learner's viewpoint are referred in a manner which is likely to promote the aims of the team and organisation
SRXTEM003A/05	Act as a team leader as required	a. ***Work requirements*** are identified and presented to team members b. Instructions and directions are communicated to team members clearly and unambiguously c. Team members' concerns and queries are recognised, discussed and dealt with d. Equal opportunities codes of practice are adhered to and response to cultural and religious beliefs and practices of colleagues demonstrates that diversity is valued and that discrimination and prejudice will be challenged e. Any legal requirements and/or ramifications of team activities are communicated to team members f. Duties, rosters and responsibilities are allocated to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation's policy and procedures g. Comment and constructive criticism is given to colleagues in a manner which identifies their good practice and reinforces their self confidence h. Opportunities for communicating informally with colleagues are utilised as far as possible within the time constraints of the work environment to develop shared attitudes and to extend relationships i. Support offered to colleagues experiencing discrimination helps them to assert their rights as individuals and to sustain

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		their confidence and self esteem
SRXTEM003A/04	Maintain team performance	a. Individual performance is monitored against defined ***performance requirements*** and appropriate action taken to maintain performance if required b. Performance of others is monitored and appropriate action is taken through coaching and mentoring to ensure objectives and goals are met c. Response to unsatisfactory practice of colleagues balances the organisations needs and goals with consideration for the individual d. Team leader is provided with feedback, positive support and clear accurate advice e. ***Performance issues*** which cannot be rectified or addressed are referred to ***appropriate personnel*** according to organisation's policy f. Team leader is advised of any changes in priorities or tasks g. All ***required documentation*** relevant to performance is completed
SRXTEM003A/03	Set performance requirements	a. Performance requirements are based on objectives and goals b. ***Performance requirements*** are agreed with team leader
SRXTEM003A/02	Accept responsibilities	a. Responsibilities are accepted according to organisation's policy and procedures b. Team leader is appraised of the outcome of task/activity c. Any activity that exceeds the scope of the defined task is referred to the team leader
SRXTEM003A/01	Undertake work activities	a. ***Work requirements*** are identified and undertaken within the role and area of responsibility of the learner b. Instructions and directions are understood, clarified where necessary, and implemented c. Performance of responsibilities and duties is consistent with decisions made by the team, instructions given by management and agreed policies and procedures d. is maintained with team leader advising of progress of task/activity e. Any modifications made to tasks or performance are consistent with the approved procedures and, if possible, agreed in advance with the appropriate person f. Needs for additional support are determined and communicated clearly to management/the appropriate person in a suitable format g. Reports about progress and completion of work are given clearly in a form and at times and frequencies as agreed h. Information about own area of work and responsibility is shared with colleagues in a way which helps them to carry out their own work and to put agreed plans into action i. Sharing of information complies with the agreed boundaries of confidentiality j. Personal safety and safety of others is maintained k. Any legal requirements and/or ramifications of activities are communicated to team leader

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

CATEGORIES

1. Activities may include
a. non operational activities (tasks, projects, preparing documentation)
b. operational activities (responding to emergencies and non-emergency operations including sport and recreation events, public relations activities, special events and activities)

2. Appropriate personnel may include
a. manager
b. human resource personnel
c. team leader
d. supervisor

3. Colleagues
a. experienced colleagues
b. new or inexperienced colleagues
c. work experience students/trainees

4. Conflict
a. between the learner and a colleague or colleagues
b. between two or more colleagues

5. Meetings
a. regular full meetings of the team
b. special meetings related to specific tasks
c. of part of the team only

6. Performance issues may include
a. occupational health and safety
b. hours of work details
c. concerns about ability to complete work
d. inadequate resources

7. Performance requirements include
a. goals
b. objectives
c. plans
d. standards

8. Required documentation may include
a. forms
b. proformas
c. incident reports
d. rosters
e. timesheets
f. written reports

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g. logs

9. Work requirements may include

a. tasks
b. projects
c. activities
d. timelines
e. other personnel involved
f. equipment to be used

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered

a. Assessment must confirm sufficient knowledge of communication of performance expectations and providing feedback and assistance to team members in the work environment
b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
c. In particular, assessment must confirm the ability to:

c.1. apply knowledge of group dynamics
c.2. apply knowledge of the structure, role and policies of the organisation to perform and allocate work duties
c.3. identify the roles and areas of responsibilities of self and other team members and clearly and accurately communicate these
c.4. apply equal opportunities codes of practices of the organisation and acknowledged good practice and legal obligations
c.5. apply procedures of meetings and the process of decision making
c.6. identify the rules of confidentiality of the setting
c.7. apply current practice and objectives of the organisation
c.8. identify support systems within the organisation and the sources of information about support within the wider community
c.9. identify sources of information about training

c.10 apply organisational procedures for dealing with conflict

2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 SRX TEM 002A Support the work of a team

b. This unit must be assessed in conjunction with the following unit(s):

b.1 nil

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 SRX TEM 004A Deal with conflict

3. Required knowledge and skills

a. Underpinning knowledge

a.1 Legal requirements and ramifications of team activities
a.2 Organisation's policy relevant to hours of work and work allocation
a.3 Procedures and methods of setting performance expectations
a.4 Organisation's policy for referring performance issues
a.5 Organisation's requirements for documenting team performance and activities
a.6 Team members duties and responsibilities
a.7 Method of monitoring performance
a.8 Knowledge of current principles and practices
a.9 Required to work in a team
a.10 Follow defined OH&S policies and procedures

b. Underpinning skills

b.1 Communicating instructions and directions
b.2 Representing issues to management
b.3 Communicating performance expectations
b.4 Providing feedback on performance
b.5 Completing a range of documentation
b.6 Encouraging team members
b.7 Informal performance counseling

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b.8 Team building

4. Resource implications

a. Assessment of this competency requires access to a real or simulated work environment
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real or simulated work environment
b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXRIS002A: CONDUCT A RISK AUDIT AND DEVELOP A RISK MANAGEMENT POLICY

This unit covers the knowledge and skills to conduct a risk audit of a recreation organisation in order to develop an appropriate risk management policy for the organisation

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXRIS002A/05	Monitor and review the organisation's risk management policy	a. Policies to ensure ongoing review of the risks are developed and applied b. The effectiveness of the risk management process is ***monitored*** and reviewed c. The risk management policy is adjusted following the review process if required d. Systems, records and reporting procedures are maintained according to legislative requirements
SRXRIS002A/04	Communicate the organisation's risk management policy	a. Individuals or sections responsible for managing risk within the organisation are identified b. A team or infrastructure to communicate details of the policy and risk management process and implement it within the organisation is established c. Information is in a style, format and language which is understood by all staff d. Strategies to raise awareness about managing risk are identified within the policy and developed and implemented e. Appropriate levels of recognition, rewards and sanctions are developed and implemented f. Performance management processes for monitoring the awareness and implementation of risk management policies within the organisation are established
SRXRIS002A/03	Develop the organisation's risk management policy	a. The objectives of the policy and rationale for managing risk are identified and ***documented*** b. The extent, or ***range of areas*** to which the policy applies are identified and defined c. Links between the policy, the organisation's safety responsibilities and the organisation's strategic/corporate plan and goals are determined d. Broad criteria for what may be regarded as acceptable risk are established e. A strategic policy for risk management is developed with organisational ***risk management responsibilities*** identified f. Within the policy, strategies for awareness raising, skills acquisition, training and education of staff in the area of risk management are ***documented*** g. Policies with respect to accessing support or expertise from outside the organisation to provide assistance to those responsible for managing risk are determined h. The policy details procedures for reviewing the organisation's performance in regard to the policy i. The policy is in line with legislation, industry practice and incorporates the possible impact of outside influences and changes in direction/new trends
SRXRIS002A/02	Analyse the organisation's risk management context and conduct a risk audit	a. All possible ***sources of risk*** which may impact upon the organisation are identified and ***classified*** b. Communication with experts and local/state/national bodies is initiated where required c. The ***area(s)*** or manner in which the risk may ***impact*** upon the organisation and its operation are determined d. The organisational environment is identified and strengths, weaknesses, opportunities and threats are analysed d. ***Elements which support or impair the organisation's ability to manage risk*** are determined

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		f. Organisational capabilities to manage risk with respect to the ***reduction / control of the likelihood*** of an event occurring or the ***reduction / control of consequences*** are determined g. A comprehensive ***risk register*** is developed
SRXRIS002A/01	Establish a risk management philosophy and awareness at senior management level	a. Key personnel to be included in the establishment of organisational policies are identified b. Support for raising risk awareness is sought from key personnel c. Individuals who could sponsor or support risk management awareness are identified d. Individuals/teams are informed of their legal responsibility for maintaining a safe workplace and environment e. The implications of an unsafe workplace are made clear to all within the workplace

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	2

RANGE OF VARIABLES

CATEGORIES

1. Areas of impact

a. asset and resource base of the organisation and including personnel
b. revenue and entitlements
c. costs of activities both direct and indirect; people; community; performance; timing and schedule of activities
d. the environment
e. intangibles such as reputation, goodwill, quality of life
f. organisational behaviour

2. Classification of risk

a. diseases affecting humans, animals and plants
b. economic perils (eg, currency fluctuations, interest rates, share market)
c. environmental (eg, noise, contamination, pollution)
d. financial (eg, contractual risks, misappropriation of funds, fraud, fines)
e. human perils (eg, explosions, riots, strikes, sabotage)
f. natural perils (eg, climatic conditions, earthquakes, bushfires, vermin, volcanic activity)
g. occupational health and safety (eg, inadequate safety measures, poor safety management)
h. product liability (eg, design error, substandard quality control, inadequate testing)
i. professional liability (eg, wrong advice, negligence, design error)
j. property damage (eg, fire, water damage, earthquakes, contamination, human error)
j. public liability (eg, public access, egress and safety)

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k. security (eg, cash arrangements, vandalism, theft, misappropriation of information, illegal entry)
l. technology (eg, obsolescence, advances and failure)

3. Documentation reasons for:
a. to demonstrate the process is conducted properly
b. to provide a record of risks
c. to provide the relevant decisions makers with a risk management plan for approval and subsequent implementation
d. to provide an accountability mechanism and tool
e. to facilitate continuing monitoring and review
f. to provide an audit trail
g. to share and communicate information

includes:

a. objectives
b. information sources
c. assumptions
d.
e. responsibilities

4. Elements which impair the organisation's ability to manage risk
a. inadequate resources
b. inappropriate organisational culture
c. inadequate education and awareness

5. Elements which support the organisations ability to manage risk
a. legislative authority
b. emergency management capability
c. education and awareness

6. Monitoring and audit documents should document
a. details of the mechanism and frequency of review of risks and the risk management process as a whole
b. the outcomes of audits and other monitoring procedures
c. details of how review recommendations are followed up and implemented

7. Range of areas
a. products/services
b. financial
c. health
d. safety
e. security
f. environmental
g. property
h. public liability
i. professional indemnity

8. Reduce or control consequences
a. contingency planning, contractual arrangements
b. contract conditions
c. design features
d. disaster recovery plans
e. engineering and structural barriers
f. fraud control planning
g. minimising exposure to source of risk
h. portfolio planning
i. pricing policy and controls
j. separation or relocation of an activity and resources
k. public relations
l. ex gratia payments

9. Reduce or control likelihood
a. audit and compliance programs
b. contract conditions
c. formal reviews of requirements
d. specifications, design, engineering and operations
e. inspection and process controls
f. investment and portfolio management
g. project management

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h. preventative maintenance
i. quality assurance, management and standards
j. research and development, technological development
k. structured training and other programs
l. supervision
m. testing;
n. organisational arrangements;
o. technical controls

10. Risk analysis
a. support equipment. personnel safety
c. environmental impact
d. processes

11. Risk management responsibilities
a. who has responsibility for implementation of the plan
b. what sources are to be utilised
c. budget allocation
d. timetable for implementation
e. details of the mechanism and frequency of review of compliance with treatment plan
f. documentation requirements
g. monitoring and review of the treatment plan and procedures
h. procedures/process/criteria for risk analysis
i. tolerability of the risks
j. procedures/process/criteria for risk treatment
k. responsibility and procedures for investigation of accidents/incidents

12. register
a. source
b. nature
c. existing controls
d. likelihood and consequences
e. initial rating
f. vulnerability to external/internal factors

13. Sources of risk
a. commercial and legal relationships between the organisation and other organisations (eg, suppliers, subcontractors, lessees)
b. economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances (eg, exchange rates)
c. human behaviour of both those involved and those not involved in the organisation
d. natural events
e. political circumstances including legislative changes and factors which may influence other sources of risk
f. technology and technical issues both internal and external to the organisation; management activities and controls
g. individual activities

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered
a. Assessment must confirm sufficient knowledge of all facets of risk analysis in order to conduct a comprehensive risk audit of an organisation
b. Assessment must confirm the ability to apply knowledge of an organisation's structure, function and risk liabilities to develop a risk management policy suitable for implementation
c. Assessment of performance should be over a period of time covering all categories of each range of variable statement that are applicable in the learners environment
d. In particular, assessment must confirm the ability to:

d.1. conduct an audit and accurately identify all possible sources of risk impacting upon the organisation
d.2. identify the organisation's ability to reduce or control the likelihood of an event or situation occurring, and its ability to reduce or control the consequences
d.3. develop a policy that meets the organisation's needs and is consistent with its context, objectives, legislation and industry practice
d.4. effectively communicate the policy to relevant personnel within the organisation
d.5. monitor the implementation of the risk management policy within the organisation

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2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following units(s):

a.1. SRX OHS 003A Establish, maintain and evaluate Occupational Health and Safety system in order to ensure that the workplace is, as far as is practicable, safe and without risks to the health of employees and clients

b. This unit must be assessed in conjunction with the following unit(s):

b.1. Nil

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 Nil

3. Required knowledge and skills

a. Underpinning knowledge

a.1 Legislative and regulative arrangements relevant to risk management
a.2 Emergency management concepts and principles
a.3 Risk management methodology
a.4 Australian/New Zealand risk management standard 4360: 1995
a.5 Risk analysis methodology
a.6 Organisation's policies, procedures and business plan
a.7 Relevant personnel and the hierarchy within the organisation

b. Underpinning skills

b.1. Problem solving and decision making
b.2. Risk analysis
b.3. Evaluation and prioritisation of risk
b.4. Research skills to determine sources of risk

4. Resource implications

a. Assessment of this competency requires access to organisational records
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real work environment.
b. In cases where the learner does not have the opportunity to cover all categories of the range of variables in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios.
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes.
d. Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

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UNIT SRXRIS001A: UNDERTAKE RISK ANALYSIS OF ACTIVITIES

This unit provides basic knowledge and skills to apply a risk analysis process in the context of a recreation activity in accordance with an organisation's risk management procedures.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXRIS001A/06	Monitor and review the risk management plan	a. Risks and the effectiveness of control measures are monitored in accordance with the organisation's risk management plan to ensure changing circumstances do not alter risk priorities b. The risk analysis is repeated regularly to ensure the risk treatment plan remains relevant c. Changes to the conduct of an activity are made, where required, in accordance with review recommendations d. Recommendations in accordance with the organisation's risk audit are implemented in future risk analysis of activities
SRXRIS001A/05	Treat risks	a. Risk treatment options are identified such as retaining the risk, reducing the likelihood of occurrence, reducing the consequences or transferring the risk b. Risk treatment options are evaluated in accordance with the organisation's risk management plan, on the basis of the extent of risk reduction, the extent of benefits or opportunities created and taking into account the risk criteria previously established c. Risk treatment plans are prepared identifying responsibilities, schedules, the expected outcome of treatments, budgeting, performance measures and the review process set in place d. Risk analysis and treatment options are documented, in accordance with the organisation's procedures e. Risk treatment plans are implemented prior to and during the conduct of an activity
SRXRIS001A/04	Undertake risk assessment	a. Level of risks are compared against previously established risk criteria and decisions made as to whether risks can be accepted b. Risks are prioritised, taking account of the wider context of the risk c. Consideration is given to the tolerability of the risks borne by parties other than the organisation that benefits from it d. Risks that fall into the low or acceptable categories may be accepted without further treatment, monitored and periodically reviewed to ensure they remain acceptable e. Risks that fall outside the low or acceptable category are treated using a range of options
SRXRIS001A/02	Identify risks	a. A comprehensive list of ***sources of risks*** within the particular activity is generated, including risks that are not under the control of the organisation b. ***Areas of impact*** on the organisation are taken into consideration c. Possible causes of risks are considered d. Sources of risk and areas of impact are documented in a clear and concise manner
SRXRIS001A/01	Establish the context	a. Organisations' activity/location/equipment maintenance and operational procedures are obtained b. Activity/location/equipment operating and maintenance history is obtained including relevant incident and failure reports c. Applicable occupational health and safety and environmental standards are researched d. Applicable technical documentation is obtained e. Risk criteria, as determined by the organisation's risk

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		management policy and plan, are accessed and clarified
SRXRIS001A/03	Conduct risk analysis	a. Analysis is completed using appropriate methodology in accordance with organisations' and/or activity requirements b. Existing control, likelihood and consequences are determined c. Level of risk is compared to previously established risk criteria

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

CATEGORIES

1. Areas of impact

a. asset and resource base of the organisation and including personnel
b. revenue and entitlements
c. costs of activities both direct and indirect
d. people/community
e. performance
f. timing and schedule of activities
g. the environment
h. intangibles such as reputation, goodwill, quality of life
i. organisational behaviour

2. Classification of risk

a. diseases affecting humans, animals and plants
b. economic perils (eg, currency fluctuations, interest rates, share market)
c. environmental (eg, noise, contamination, pollution)
d. financial (eg, contractual risks, misappropriation of funds, fraud, fines)
e. human perils (eg, explosions, riots, strikes, sabotage)
f. natural perils (eg, climatic conditions, earthquakes, bushfires, vermin, volcanic activity)
g. occupational health and safety (eg, inadequate safety measures, poor safety management)
h. product liability (eg, design error, substandard quality control, inadequate testing)
i. professional liability (eg, wrong advice, negligence, design error)
j. property damage (eg, fire, water damage, earthquakes, contamination, human error)
k. public liability (eg, public access, egress and safety)
l. security (eg, cash arrangements, vandalism, theft, misappropriation of information, illegal entry)
m. technology (eg, obsolescence, advances and failure)

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3. Risk analysis applies to

a. support equipment
b. personnel safety
c. environmental impact
d. processes

4. Sources of risk

a. commercial and legal relationships between the organisation and other organisations (eg, suppliers, subcontractors, lessees)
b. economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances (eg, exchange rates)
c. human behaviour of both those involved and those not involved in the organisation
d. natural events
e. political circumstances including legislative changes and factors which may influence other sources of risk, technology and technical issues both internal and external to the organisation
f. management activities and controls
g. individual activities

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered

a. Assessment must confirm sufficient knowledge of relevant occupational health and safety regulations, statutory legislation and organisational safety procedures and risk management plan
b. Assessment must confirm the ability to apply knowledge of the organisations' emergency procedures, techniques and operating parameters to conduct a risk analysis of individual activities in accordance with the organisation's risk management procedures, taking into account all categories of the range of variables statement applicable to the learner's work environment
c. In particular, assessment must confirm the ability to effectively implement a structured analysis methodology to a particular recreation activity and clearly and concisely document analysis results and recommendations

2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following unit(s):

   a.1 Nil

b. This unit must be assessed in conjunction with the following unit(s):

   b.1 Nil

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

   c.1 Nil

3. Required knowledge and skills

a. Underpinning knowledge

   a.1. Common risk management terminology
   a.2. The role of risk as a reason for participating in or using recreation activities
   a.3. Factors that affect an individual's perception of risk
   a.4. Affect of legislation on procedures and practices in the recreation industry
   a.5. Causes of accidents, incidents and losses, in a recreation context
   a.6. Impact of high profile accidents/incidents/losses
   a.7. Legal responsibilities in risk management
   a.8. Knowledge of the activity for analysis
   a.9. Equipment design limits and effects of operating outside design limits

b. Underpinning skills

   b.1. Application of incident scenarios logically and structurally
   b.2. Analysis and documentation of research

4. Resource implications

a. Assessment of this competency requires access to case studies, scenarios and incident reports
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

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5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a recreation workplace

6. Context for assessment

a. Competency must be demonstrated on-the-job or in a realistic simulated work environment

b. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

c. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXPLA001A: DEVELOP A STRATEGIC PLAN

This unit covers the knowledge and skills required to develop a strategic plan for the organisation, including researching the needs of the organisation to ensure the strategic plan is relevant, developing the strategic plan and monitoring the implementation and effectiveness of the plan.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXPLA001A/05	Review strategic plan against identified desired outcomes	a. Mechanism for evaluation of strategic plan is determined b. Timeframes for evaluation are determined c. Feedback from all ***relevant parties*** on implementation issues and outcomes is evaluated d. Problems identified are resolved and/or reported to ***appropriate persons*** e. Where appropriate, modifications to strategic plan are recommended
SRXPLA001A/04	Document strategic plan	a. Strategic directions for the organisation are supported by available evidence b. Sound operational plans can be implemented based on the strategic plan c. Documentation is clear, concise and accurate d. Strategic plan is distributed to all ***relevant parties*** to ensure effective communication of information
SRXPLA001A/03	Identify required strategies	a. Steps required to implement strategies are logical and capable of implementation b. Strategies are clearly formulated and made available to ***relevant parties*** for comment, where appropriate c. Strategies identified are in line with the organisation's objectives and ***relevant legislation*** d. Opportunities and constraints to implementation are clearly recognised and documented e. ***Change approaches and methods*** are clearly documented for future planning to ensure new developments are based on experience
SRXPLA001A/02	Analyse available information	a. Research information is formatted to enable appropriate comparisons b. Summaries are prepared that identify key and relevant aspects c. ***Recommendations*** for action are made based on accurate interpretation of analysed information
SRXPLA001A/01	Prepare and research needs	a. Purpose of plan and its relationship to the organisation's stated objectives are identified b. Client and organisational ***needs*** are consistent with the operating environment c. Information obtained on ***needs*** is relevant to organisation objectives, valid and reliable d. ***Data*** collected enables preparation of trends over appropriate time periods

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

CATEGORIES

1. Appropriate persons
a. Chief Executive Officer
b. Board of Management
c. Human Resources Manager
e. Personnel manager

2. Change approaches and methods
a. consultative
b. education/training
c. mentoring
d. exchange/rotation
e. team work
f. supportive and encouraging
g. clearly documented

3. Data
a. demographic profiles
b. participation profiles
c. motivations
d. external policy requirements

4. Needs
a. participants
b. supporters
c. sponsors

c.1 current
c.2 prospective

d. members
e. volunteers
f. teams
g. clubs
h. facility owners
i. committees
j. boards
k. media
l. government
m. employees

5. Relevant parties
a. past, present and prospective employer bodies
b. employee bodies
c. employees

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d. participants
e. supporters
f. sponsors
g. members
h. volunteers
i. teams
j. clubs
k. facility owners
l. government

6. Relevant legislation
a. Occupational Health and Safety
b. consumer affairs
c. Equal Employment Opportunity
d. Corporation's Law
e. organisation articles of association
f. professional association regulations
g. codes and guidelines

7.
a. surveys
b. focus groups
c. interviews
d. computer generated information
e. industry publications

8. Work environment varies with respect to
a. size of organisation
b. type of organisation
c. location
d. complexity
e. product/service range

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered
a. Assessment must confirm sufficient knowledge of the factors that influence the development of a strategic plan in the work environment
b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
c. In particular, assessment must confirm the ability to:

c.1 Ensure data collected for inclusion in the strategic plan is relevant to the needs of the organisation
c.2 Make recommendations that are accurate and relevant to the objectives of the organisation
c.3 Ensure all relevant parties are given an opportunity to have input into the development of the strategic plan
c.4 Prepare recommendations for inclusion in the strategic plan that are based on sound evidence
c.5 Evaluate the strategic plan and make modifications where necessary

2. Interdependent assessment of units
a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 SRX ADM 019A Plan and establish administration systems and procedures
a.2 SRX COM 005A Research, prepare and present information

b. This unit must be assessed in conjunction with the following unit(s):

b.1 nil

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 SRX PLA 002A Prepare an operational plan
c.2 SRX PLA 003A Develop and implement policy and procedures
c.3 SRX PLA 004A Evaluate organisation's activities
c.4 BSX FMI 505A Manage operations to achieve planned outcomes
c.5 BSX FMI 506A Manage workplace information

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3.knowledge and skills

a. Underpinning knowledge

a.1 Data collection methods for the identification of relevant data for inclusion in the strategic plan
a.2 Research methods in order to gather relevant information
a.3 Organisation/business plans and context
a.4 Trend analysis to analyse and recommend current and future trends for the organisation
a.5 Organisational and management systems
a.6 Occupational Health and Safety legislation
a.7 Environment Protection legislation
a.8 Equal Employment Opportunity legislation
a.9 Strategic planning processes
a.10 Organisation's policy and procedures for training of new and existing employees
a.11 Organisation policies and procedures in regard to information and review of internal and external operating environments
a.12 Qualitative and quantitative analysis techniques
a.13 Methods for analysing and evaluating information
a.14 Organisation's objectives, key purpose, prime functions and key departments
a.15 Organisation's policy and procedures for the confidentiality and security of information
a.16 Financial management and budgeting

b. Underpinning skills

b.1 Consultation skills in order to consult with employees, union and management, external consultants
b.2 Counseling skills to counsel staff on the change process
b.3 Review/analyse and summarise literature
b.4 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments
b.5 Problem solving skills to make recommendations on variances to the strategic plan
b.6 Evaluation skills to evaluate the effectiveness of the strategic plan
b.7 Data collection and analysis skills to gather and asses relevant information for inclusion in the strategic plan
b.8 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting or forecasts, trends and recommendations, and business correspondence
b.9 Team and human resource management skills
b.10 Use of technology in order to understand management and accounting systems

4. Resource implications

a. Assessment of this competency requires access to a real workplace and information to develop a strategic plan
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real work environment
b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXIND003A: APPLY SPORT AND RECREATION LAW

This unit covers competencies required in identifying and applying laws which are relevant to the sport and recreation industry with application in the workplace.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXIND003A/02	Ensure compliance with legal requirements	a. The need for legal advice is sought where appropriate b. Information is shared with colleagues c. ***Workplace systems*** are established to ensure compliance e. *Workplace systems* are monitored to ensure ongoing compliance f. Aspects of operations that do not comply are identified and recommendations to modify them are made to the appropriate person
SRXIND003A/01	Identify laws applicable to the sport and recreation industry	a. ***Sources of legal information*** which relate to the organisation are accurately identified b. Differences in legal terminology and types of ***law*** as they apply to the organisation are clarified c. The impact of Federal and State/Territory legislation on the organisation is determined

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

CATEGORIES

1. Laws
a. incorporation
b. taxation
c. gaming
d. contracts
e. Equal Employment Opportunity/anti discrimination
f. Occupational Health and Safety
g. industrial relations
h. insurance and superannuation
i. licensing
j. consumer protection and trade practices

2. Sources of legal information
a. reference books
b. media
c. industry and or exemplar association
d. industry journals
e. internet

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f. clients and suppliers
g. appointed legal experts

3. Workplace systems
a. policies
b. procedures
c. insurance

c.1 public liability
c.2 professional indemnity

d. risk minimization
e. documentation

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered
a. Assessment must confirm sufficient knowledge and understanding of sport and recreation law applicable in the work environment
b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment
c. In particular, assessment must confirm the ability to

c.1 Identify laws which are applicable to the sport and recreation industry
c.2 Determine the impact of the laws on the organisation and the nature of services provided
c.3 Apply relevant laws as applicable
c.4 Take adequate steps to minimise legal liability within area of responsibility
c.5 Apply organisation's policies and procedures with respect to legal compliance

2. Interdependent assessment of units
a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 SRX OHS 001A Follow defined Occupational Health and Safety policies and procedures related to the work undertaken in order to ensure own safety and that of others

b. This unit must be assessed in conjunction with the following unit(s):

b.1 SRX RIS 001A Undertake risk analysis of activities

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 Nil

3. Required knowledge and skills
a. Underpinning knowledge

a.1 Knowledge of Federal, State and local legislation including: Equal Opportunity; Anti-Discrimination legislation; Occupational Health and Safety; Workers Compensation legislation; Gaming legislation; Trade Practices Act; Freedom of Information Act; Income Tax Assessment Act; Superannuation Guarantee Charge Act 1992; and, Payroll Tax Act
a.2 Knowledge of relevant industry codes of practice
a.3 Knowledge of organisation's policies and procedures for implementation and application of sport and recreation law and documentation requirements
a.4 Knowledge of risk management

b. Underpinning skills

b.1 Research skills to identify and source relevant legislation
b.2 Negotiation skills in relation to contracts
b.3 Risk assessment skills to minimise risk
b.4 Literacy and numeracy skills to understand and apply relevant legislation and complete documentation

4. Resource implications
a. Assessment of this competency required access to a real or simulated work environment
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

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5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real or simulated work environment

b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXIND005A: PROMOTE COMPLIANCE WITH LAWS AND LEGAL PRINCIPLES

This unit covers competencies required in the analysis and interpretation of legislation relevant to the organisation and the sport and recreation industry. It also covers the development and evaluation of workplace systems to implement legislative requirements and ensure business compliance.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXIND005A/05	Update legal knowledge	a. *Informal and formal research* is used to update the legal knowledge required for business compliance b. Updated knowledge is shared with colleagues and incorporated into workplace planning and operations
SRXIND005A/04	Evaluate the effectiveness of workplace systems	a. Evaluation methods are developed and implemented which are appropriate to the nature of information sought b. Research findings are presented in a written report according to the requirements of the organisation c. Recommendations are supported by research documented in the report d. *Policies and procedures* and implementation strategies are reviewed in light of documented recommendations
SRXIND005A/03	Develop workplace systems to ensure compliance with legal requirements	a. Need for legal advice is assessed and sought where appropriate b. Information is shared with appropriate colleagues in a timely manner c. Information updates and training are organised for colleagues and staff, where appropriate d. ***Policies and procedures*** are developed and documented which are consistent with the identified laws and legal principles e. ***Policies and procedures*** are communicated to all affected individuals f. Implementation strategies are developed and documented to ensure compliance with ***policies and procedures*** g. Implementation strategies are communicated to all affected individuals g. Monitoring procedures are implemented which establish compliance with the identified ***laws*** and legal principles by individuals within the organisation h. Aspects of operations which may infringe ***laws*** are identified and modifications are promptly developed and implemented
SRXIND005A/02	Analyse the implications of contracts on individuals and the organisation	a. Analysis examines the different ***types of contract*** utilised by the organisation and the rationale for their use b. Analysis further examines the i***mplications*** of contracts on individuals and the organisation and ensure compliance with legal obligations
SRXIND005A/01	Analyse the laws and legal principles which relate to the organisation	a. ***Sources of legal information*** which relate to the organisation are accurately identified c. Interpretations of the identified ***laws*** and legal principles are analysed for the ***implications*** on products and services of the organisation and individuals within the organisation d. Information is recorded and/or distributed

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

CATEGORIES

1. Implications of legislation
a. health
b. safety
c. employment
e. privacy
f. structure
f. natural justice
g. contracts

2. Informal and formal research
a. informal discussions with colleagues
b. formal study
c. reading of industry updates
d. trade and general media
e. industry seminars/presentations
f. industry/legal journals
g. direct contact with other organisations

3. Organisation's policies and procedures
a. compliance with legislative requirements
b. contract establishment and management
c. business compliance and management reporting

4. Sources of legal information
a. reference books
b. media
c. industry and or employer associations
d. industry journals
e. Internet
f. clients and suppliers
g. appointed legal experts

5. Type of contracts
a. participants
b. funding
c. sponsorship
e. employment
f. service and/or supply of goods and services
g. preferred providers
h. licences
i. trademarks/branding/bagging
j. transfers
k. franchises

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6. Types of law

a. company
b. taxation
c. contract
d. insurance and superannuation
e. consumer protection and trade practices
f. licensing
g. industrial relations
h. taxation
i. Equal Employment Opportunity and anti-discrimination

7. Workplace systems

a. policies
b. procedures
c. insurance

c.1 public liability
c.2 professional indemnity

d. risk minimisation
e. documentation

EVIDENCE GUIDE

1. Critical aspects of evidence to be considered

a. Assessment must confirm sufficient knowledge of promoting compliance with laws and legal principles in the work environment
b. Assessment of performance should be over a period of time covering all categories of all the range of variable statements that are applicable in the learners environment
c. In particular, assessment must confirm the ability to:

c.1 identify sources of legal information which relate to the industry and the organisation
c.2 analyse the implications of laws and legal requirements on products and services of the organisation
c.3 identify the types of contracts used by the organisation
c.4 seek legal advice, where appropriate
c.5 develop and implement policies and procedures which promote compliance with laws and legal requirements
c.6 communicate relevant information to colleagues
c.7 identify areas of operation which do not comply with laws and legal requirements and rectify
c.8 evaluate the effectiveness of workplace systems and report on findings
c.9 research and update legal knowledge on business compliance

2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 Nil

b. This unit must be assessed in conjunction with the following unit(s):

b.1 Nil

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 Nil

3. Required knowledge and skills

a. Underpinning knowledge

a.1 Knowledge of organisation's policies and procedures, particularly in relation implementing legislative requirements and business compliance
a.2 Relevant Federal and State legislation which governs business operations including: taxation law; company law; and industrial relations law
a.3 Responsibilities/liabilities of Managers and Directors

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a.4 Relevant industry codes of practice
a.5 Occupational Health and Safety legislation pertaining to application in the workplace

b. Underpinning skills

b.1 Research skills to identify relevant legislation
b.2 Analytical skills to review legislative obligations
b.3 Evaluation techniques to review policies and procedures
b.4 Communication skills to liaise with colleagues and management
b.5 Literacy skills in relation to interpretation of organisation policies and procedures and legislation

4. Resource implications

a. Assessment of this competency requires access to relevant legal documentation in a real or simulated work environment
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real or simulated work environment
b. In cases where the learner does not have the opportunity to cover all categories of all the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT SRXPLA002A: PREPARE AN OPERATIONAL PLAN

This unit covers the knowledge and skills required to prepare an operational plan for the organisation incorporating the range of services the organisation offers, performance targets and, the human, physical and financial resources needed in implementing the operational plan and reviewing the outcomes.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SRXPLA002A/07	Review operational plan against identified desired outcomes	a. Mechanism for evaluation of operational plan is determined b. Timeframes for evaluation process are determined c. Feedback from all relevant parties on implementation issues and outcomes is evaluated d. Problems identified are resolved and/or reported to appropriate persons e. Modifications to the operational plan are recommended, where appropriate
SRXPLA002A/06	Document the operation plan	a. All components of the operational plan are integrated in a standard format to organisation's specifications b. All significant information and analysis is included in documentation c. Plan is documented in a logical, concise and conclusive manner d. Operational plan provides clear directions to enable effective decision making to occur e. Operational plan is effectively communicated to relevant parties
SRXPLA002A/05	Plan implementation	a. Schedule of ***activities*** to achieve required outcomes is prepared b. Measures and methods for monitoring the implementation and outcomes are established
SRXPLA002A/04	Prepare financial forecasts	a. ***Sources of income*** are accurately identified b. Income forecasts are prepared using business budgeting formats for services c. Accurate ***expenses*** based on known costs are identified d. Expense forecasts that allow for contingencies are prepared e. Adequate return on investment is demonstrated through calculation of a net result for the service
SRXPLA002A/03	Identify human, physical and financial resource requirements	a. Information systems are identified that have the capacity to accurately capture and record relevant information b. Timely and accurate information can be provided from information systems c. Appropriately skilled human resources to support the service are identified to ensure adequate support and provision of administrative services d. Requirements for training are identified which ensures all persons are conversant with the service requirements e. Facilities and equipment which provide consistent and efficient service support are specified and accessible f. Equipment systems that facilitate work flow communications are specified
SRXPLA002A/02	Establish performance targets	a. Effective and relevant ***performance measures*** are established b. Timeframes are established that are achievable and practical c. Measures to monitor and review performance are determined
SRXPLA002A/01	Research and document range	a. Existing operational plans are identified and reviewed b. Suitable range of ***services*** to meet identified ***client*** needs are

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of services	determined and documented c. *Services* that match opportunities are identified, prioritised and documented

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

CATEGORIES

1. Activities
a. marketing
b. administration
c. systems
d. training

2.
a. participants
b. supporters
c. sponsors
d. members
e. volunteers
f. teams
g. clubs
h. facility owners
i. government

3. Expenses
a. facilities and equipment purchases
b. maintenance and security
c. marketing costs
d. development costs
e. consultants
f. training
g. administration
h. officials
i. member services

4. Performance measures
a. level of participation
b. comparative market share
c. sales of goods/services
d. return on investment
e. membership lapses
f. sponsor income
g. client service levels
h. level of complaints
i. utilisation rates
j. public profile

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k. media coverage

5. Sources of income

a. memberships
b. gate/entry fees
c. merchandise sales
d. sponsorship
e. commissions
f. capital income
g. rents
h. leases
i. grants
j. patrons
k. activity fees and charges

6. Services

a. activities

a.1
a.2 tour
a.3 event
a.4 program
a.5 fixture
a.6 season
a.7 calendar
a.8 session

b. course/training program
c. merchandise
d. social
e. development

7. Work environment

a. resources

a.1 people
a.2 equipment
a.3 finance
a.4 location

b. relevant legislation and industry codes

b.1 occupational health and safety
b.2 consumer affairs
b.3 equal opportunity
b.4 Corporation's law
b.5 organisation articles of association
b.6 professional association regulations
b.7 codes and guidelines

c. planning schedules

c.1 milestones
c.2 lead times
c.3 timeframes

d. industry sectors

d.1 sport
d.2 fitness
d.3 outdoor recreation
d.4 community recreation

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EVIDENCE GUIDE

1. Critical aspects of evidence to be considered

a. Assessment must confirm sufficient knowledge of the factors influencing the development of an operational plan in the work environment

b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment

c. In particular, assessment must confirm the ability to:

c.1 Ensure all current operational, strategic and business plans are reviewed when developing new operational plan
c.2 Ensure the operational plan documents performance measures and review mechanisms
c.3 Identify the necessary human, physical and financial resources needed for the implementation of the operational plan
c.4 The plan is implemented effectively
c.5 The implementation of the plan is reviewed regularly and recommendations made on modifications necessary

2. Interdependent assessment of units

a. This unit must be assessed after attainment of competency in the following unit(s):

a.1 SRX PLA 001A Develop a strategic plan
a.2 SRX COM 005A Research, prepare and present information

b. This unit must be assessed in conjunction with the following unit(s):

b.1 Nil

c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

c.1 BSX FMI 505A Manage operations to achieve planned outcomes
c.2 BSX FMI 506A Manage workplace information
c.3 SRX PLA 001A Develop a strategic plan
c.4 SRX PLA 003A Develop and implement policy and procedures
c.5 SRX PLA 004A Evaluate organisation's activities

3. Required knowledge and skills

a. Underpinning knowledge

a.1 Organisation guidelines and objectives
a.2 Data collection methods for the identification of relevant data for inclusion in the operational plan
a.3 Research methods in order to gather relevant information
a.4 Organisation/business plans and context
a.5 Trend analysis to analyses and recommend on current and future trends for the organisation
a.6 Organisational and management systems
a.7 Occupational Health and Safety legislation
a.8 Environment Protection legislation
a.9 Equal Employment Opportunity legislation
a.10 Strategic planning processes
a.11 Organisation's policy and procedures for training of new and existing employees
a.12 Organisation policies and procedures in regard to information and review of internal and external operating environments
a.13 Qualitative and quantitative analysis techniques
a.14 Methods for analysing and evaluating information
a.15 Organisation's objectives, key purpose, prime functions and key departments
a.16 Organisation's policy and procedures for the confidentiality and security of information
a.17 Financial management and budgeting

b. Underpinning skills

b.1 Decision making
b.2 Consultation skills in order to consult with employees, union and management, external consultants
b.3 Counseling skills to counsel staff on the change process
b.4 Review/analyse and summarise literature
b.5 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments
b.6 Problem solving skills to make recommendations on variances to the strategic plan
b.7 Evaluation skills to evaluate the effectiveness of the strategic plan
b.8 Data collection and analysis skills to gather and asses relevant information for inclusion in the strategic plan
b.9 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting or forecasts, trends and recommendations, and business correspondence

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b.10 Team and human resource management skills
b.11 Use of technology in to understand management and accounting systems

4. Resource implications

a. Assessment of this competency requires access to a real workplace and information to develop an operational plan
b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance

a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real work environment
b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Local Government Training Package

Project Management

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT BSX154L403: APPLY SKILLS IN TIME MANAGEMENT

Definition: Management of project time relates to the activities associated with development, analysis and control of project schedules. Meeting project objectives within the identified time frame is a critical factor in determining project success along with capability, cost and quality

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L403/03	Participate in assessing time management outcomes	• Assistance is provided in the review of project outcomes to determine the effectiveness of time management approaches • Scheduling and time management issues and responses are reported to higher project authority for application in future projects
BSX154L403/02	Apply schedule management skills	• Mechanisms are used to measure, record and report progress of activities in relation to the agreed schedule and plans • Variance between actual and planned progress is recorded and reported to higher project authority for remedial action • Contribution is made to the analysis of options and forecasting of impact of changes on the schedule • Agreed changes to the schedule are implemented and plans are updated as directed to accommodate changing situations throughout the project life cycle
BSX154L403/01	Contribute to the development of project schedules	• Contribution is made, within team process, to determine the duration and effort, sequence and dependencies of tasks to meet project objectives • Project scheduling tools and techniques are used to help establish and integrate schedule, resource allocation and financial requirements in time management plans • Contribution is made to the agreement process and communication of the schedule to the client and other stakeholders

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Higher project authorities may be:
- supervisors within the sub-project team (in large projects)
- section leader
- the project manager

Higher authorities would not normally be from outside the project

Stakeholders may be from: within the project, other projects affected, the client/customer, and/or the parent organisation.

The **client** is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

Participation/contribution may take the form

- making decisions and acting within limits of authorisation in the individuals area of expertise
- providing detailed input/advice in the individual's area of expertise
- contributing general input in a team environment

Communication and reporting may involve:

- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Time management activities may be undertaken:

- within established organisational framework, procedures and routines
- under limited guidance and supervision
- within agreed authorisation and limits
- in a multi-disciplinary environment subject to frequent change

Information to be drawn on may include:

- project guidelines and instructions
- designated standard operating procedures and regulations
- project management body of knowledge

Time management tools and techniques may involve:

- use of personal experience and subject matter experts
- assisting in qualitative and/or quantitative time analysis, such as schedule simulation, decision analysis, contingency planning, alternative strategy development
- using specialist time analysis tools to provide output to assist in the decision making process

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Communication and reporting may involve:

- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Records may take the form of:

- lists of potential schedule events
- diaries, incident logs, occurrence reports and other such documentation
- project and/or organisation files and records

Project reviews may be undertaken on completion of:

- agreed major milestones, eg phases, sub-contracts
- delivery of major deliverables
- change of key personnel
- finalisation of project and other agreed milestones

EVIDENCE GUIDE

General knowledge and understanding of:

- the need for time management within the broad project management framework
- the application of time management tools and techniques within the individual's area of expertise
- how, when and why schedule identification, monitoring and reporting processes are implemented
- the importance of the individuals contribution to the cost management process

Substantiating evidence may be input, within area of expertise, to:

- lists of project activities, including schedule, resource and cost estimates
- use of scheduling tools and techniques
- records of progress and of deviations from the project schedule
- reports to higher project authority
- ongoing input to the project schedule
- contribution to project schedule review(s), including reports of lessons learned and recommendations

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UNIT BSX154L404: APPLY SKILLS IN COST MANAGEMENT

Definition: Cost management includes the processes required to identify, analyse and refine project costs to produce a budget and is used as the principal mechanism to control project cost. Cost management is a factor critical to the success of the project, along with capability, time and quality

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L404/03	Contribute to cost finalisation process	• Assistance is provided in finalisation and transfer of financial assets, liabilities and records to the client or relevant through life support agency • Assistance is provided in the review of project outcomes to determine the effectiveness of initial and subsequent cost management approaches • Cost management issues and responses are reported to higher project authority for application in future projects
BSX154L404/02	Monitor project costs	• Income and expenditure is monitored against agreed project plans and budgets to facilitate cost management throughout the project life cycle • Established cost management methods, techniques and tools are used to identify and report variations in the budget to higher project authority for action
BSX154L404/01	Contribute to the development of the project budget	• Estimated costs are determined for relevant tasks and activities and communicated to higher project authority for inclusion in project budget • Costs are mapped against time and communicated to higher project authority for inclusion in project cash flow • Contribution is made, within team process, to the development of cost strategies, financial authorisation and cost management plans

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Higher project authorities may be:

- supervisors within the sub-project team (in large projects)
- section leader
- the project manager

Higher authorities would not normally be from outside the project

Stakeholders may be from: within the project, other projects affected, the client/customer, and/or the parent organisation.

The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

The project life cycle starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

Participation/contribution may take the form

- making decisions and acting within limits of authorisation in the individuals area of expertise
- providing detailed input/advice in the individual's area of expertise
- contributing general input in a team environment

Communication and reporting may involve:

- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorise

Cost management activities may be undertaken:

- within established organisational framework, procedures and routines
- under limited guidance and supervision
- within agreed authorisation and limits
- in a multi-disciplinary environment subject to frequent change

Information to be drawn on may include:

- project guidelines and instructions
- designated standard operating procedures and regulations

Communication and reporting may involve:

- other team members
- project team leaders/coordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Processes may include:

- measurement of actual progress against planned milestones
- recording and reporting of variations
- implementation of financial control mechanisms
- communication with stakeholders, dispute resolution and modification procedures.

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Cost estimates may include:

- labour
- parts
- material
- logistic support

Overhead, profit and contingency would not normally be included at this level

Determining limits and extent of financial authority may be:
- by designation by higher authority
- in accordance with set organisational standards and procedures
- in accordance with legal requirements

Records may take the form of:
- lists of potential costs
- invoice and payment records
- cost verification and validation documentation
- input to cost management plans
- reports to higher authority
- project and/or organisation files and records
- cost management lessons learned

EVIDENCE GUIDE

General knowledge and understanding of:
- the need for cost management within the broad project management framework
- the place of cost management in the context of the project life cycle and other project management functions,
- the application of cost management tools and techniques within the individual's area of expertise
- how, when and why cost management processes are implemented
- the importance of the individuals contribution to the cost management process

Substantiating evidence may be:
- cost estimates in area of expertise
- use of cost management tools and techniques
- records of income and expenditure
- records and reports of progress of cost activities
- implementation, maintenance and control functions of the cost management system
- cost review(s), including reports of lessons learned and recommendations for improvement

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UNIT BSX154L405: APPLY SKILLS IN QUALITY MANAGEMENT

Definition: Quality is a factor critical to success of the project along with capability, cost and time. Project quality management comprises the activities required to optimise the quality policy and the processes of the project. Quality management applies objective standards and processes to achieve the largely subjective goal of customer satisfaction through the continuous application of quality planning, quality control, quality assurance and continuous improvement throughout the project life-cycle

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L405/03	Contribute to continuous improvement process	• Assistance is provided in the ongoing review of project outcomes to determine the effectiveness of quality management activities • Quality management issues and responses are reported to higher project authority for application in future projects
BSX154L405/02	Contribute to implementation of project quality assurance	• Work is undertaken in accordance with agreed quality standards and guidelines to ensure project quality outcomes are met • Records and documentation are maintained in accordance with set procedures to facilitate quality management and to provide an audit trail • Results of project activities and product performance are documented and evaluated to determine compliance with agreed quality standards • Shortfalls in quality outcomes are reported to higher project authority to enable appropriate action to be initiated
BSX154L405/01	Contribute to quality planning	• Contribution is made, within team process, to the identification of quality stakeholders, quality objectives, standards and levels to facilitate quality outcomes • Contribution is made to the development of quality requirements in project plans and processes

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Solving problems	1
Using mathematical ideas and techniques	1

RANGE OF VARIABLES

Higher project authorities may be:

- supervisors within the sub-project team (in large projects)
- section leader
- the project manager

Higher authorities would not normally be from outside the project

Stakeholders may be from: within the project, other projects affected, the client/customer, and/or the parent organisation.

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The **client** is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

Participation/contribution may take the form:

- making decisions and acting within limits of authorisation in the individuals area of expertise
- providing detailed input/advice in the individual's area of expertise
- contributing general input in a team environment

Communication and reporting may involve:

- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Quality management activities may be undertaken:

- within established organisational framework, procedures and routines
- under limited guidance and supervision
- within agreed authorisation and limits
- in a multi-disciplinary environment subject to frequent change

Information to be drawn on may include:

- project guidelines and instructions
- designated standard operating procedures and regulations
- quality standards and guidelines
- organisation and project standards

Quality Control activities may include monitoring conformance with the specification, reporting of variances, recommending ways to eliminate causes of unsatisfactory performance of products or processes. Quality control activities may involve regular inspection by the individual or the monitoring of inspections by internal or external agents.

Quality Assurance incorporates inspections and audits in compliance with quality control guidelines.

EVIDENCE GUIDE

General knowledge and understanding of:

- the need for quality management within the broad project management framework
- the place of quality management in the context of the project life cycle and other project management functions,
- the application of quality management tools and techniques within the candidates area of expertise
- how, when and why quality management processes are implemented
- the importance of the individuals contribution to the quality management process

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Substantiating evidence may be:

- records of input to identification of quality stakeholders, quality objectives, standards and levels
- records of input to the quality management plan
- records of use of quality management tools
- records of inspections and reports on quality outcomes
- reports of progress on quality issues
- input to quality reviews, including reports of lessons learned and recommendations for improvement

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UNIT BSX154L406: APPLY SKILLS IN HUMAN RESOURCES MANAGEMENT

Definition: Project human resource management (HRM) involves the development of individuals and sub-teams into a cohesive project unit with the common purpose of meeting project objectives. Human resource management includes determining the resources required to manage project tasks, both within the core project team and the broader organisational matrix. Staff recruitment, selection, training and development is conducted to accommodate change throughout the project life-cycle

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L406/02	Undertake staff development and training	• Individual's responsibilities, authority and personal performance measurement criteria are agreed with higher project authority to provide a basis for ongoing assessment • Training and development is undertaken individually and in teams to maximise effectiveness of individual in achieving HRM and project objectives • Career development activities are undertaken to improve long term effectiveness of the individual to the project and the organisation
BSX154L406/01	Work in a team environment	• Work is undertaken in accordance with established HRM and project plans, guidelines and procedures to achieve designated project objectives • Contribution is made to groups working in a multi-disciplinary environment to meet project workload requirements throughout the project life cycle • Potential and actual conflicts are resolved in accordance with agreed dispute resolution processes or are reported to higher project authority for resolution • HRM issues are reported to higher project authority to aid the continuous improvement process

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

RANGE OF VARIABLES

Higher project authorities may be:

- supervisors within the sub-project team (in large projects)
- section leader
- the project manager

Higher authorities would not normally be from outside the project

Stakeholders may be from: within the project, other projects affected, the client/customer, and/or the parent organisation.

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The **client** is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

Participation/contribution may take the form
- making decisions and acting within limits of authorisation in the individuals area of expertise
- providing detailed input/advice in the individual's area of expertise
- contributing general input in a team environment

Communication and reporting may involve:
- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Work guidelines and procedures may be in accordance with:
- project human resources management plan
- organisation project management procedures
- staffing plan/job description
- industrial relations agreements and guidelines
- professional operating standards

HRM development and training may be undertaken formally or informally, and may include:
- project management
- general management
- project administration, eg computer applications, filing systems etc
- specialist/professional skills and career progression
- interpersonal communications
- team building and group activities

EVIDENCE GUIDE

General knowledge and understanding of:
- the need for human resources management within the broad project management framework
- the place of human resources management in the context of the project life cycle and other project management functions,
- the application of human resources management tools and techniques within the candidates area of expertise
- how, when and why human resources management processes are implemented
- the importance of the individuals contribution to the human resources management process

Substantiating evidence may be:
- lists of individual and group competencies
- input to the human resources management plan
- records of contribution to team activities, including team training and development
- conflict resolution records
- records of individuals responsibilities, authority and personal performance measurement criteria
- records of individual career development and training activities

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UNIT BSX154L407: APPLY SKILLS IN COMMUNICATIONS MANAGEMENT

Definition: Project communications management provides a critical link between people, ideas and information at all stages in the project life-cycle. Project communications management ensures the timely and appropriate generation, collection, dissemination, storage and disposition of project information via formal structures and processes to aid in decision making, and the control of informal communication networks to aid the achievement of project objectives.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L407/04	Contribute to assessment of communications management outcomes	• Assistance is provided in the ongoing review of project outcomes to determine the effectiveness of communications management activities • Communications management issues and responses are reported to higher project authorities for application in future projects
BSX154L407/03	Communicate project information	• Communication within project, with client and other stakeholders is undertaken within agreed networks, processes and procedures to ensure clarity of understanding of objectives • Reports are written and released in accordance with authorisation, or drafted for release by higher project authorities in accordance with agreed processes and procedures • Information and advice is sought from appropriate project authorities when in doubt
BSX154L407/02	Conduct information management activities	• Information is gathered, validated, stored, retrieved, filtered and disseminated as directed, within agreed procedures to aid decision making processes • Information is maintained in an agreed structured manner to ensure security and auditability of data
BSX154L407/01	Contribute to communications planning	• Relevant information requirements are identified and contribution is made to the development of overall project information requirements • Contribution is made, within team process, to the development and implementation of the communications management plan and establishment of communications networks

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

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RANGE OF VARIABLES

Higher project authorities may be:

- supervisors within the sub-project team (in large projects)
- section leader
- the project manager

Higher authorities would not normally be from outside the project

Stakeholders may be from: within the project, other projects affected, the client/customer, and/or the parent organisation.

The **client** is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

Participation/contribution may take the form

- making decisions and acting within limits of authorisation in the individuals area of expertise
- providing detailed input/advice in the individual's area of expertise
- contributing general input in a team environment

Communication and reporting may involve:

- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Communication may be **undertaken**:

- within established organisational framework, procedures and routines
- under limited guidance and supervision
- within agreed authorisation and limits
- in a multi-disciplinary environment subject to frequent change

Communication by the individual may be **in the form of**:

- written reports, briefs, minutes ,letters and other such documentation
- oral briefings, advice and conversations, telephone calls
- computer generated, eg electronic data transfer, Internet

Project Management Information Systems (PMIS) range from complex computer-based systems to simple manual systems. Use of the PMIS would normally be within established guidelines and procedures and clearly defined lines of authority

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EVIDENCE GUIDE

General knowledge and understanding of:

- the need for communications management within the broad project management framework
- the place of communications management in the context of the project life cycle and other project management functions
- the application of communications management tools and techniques within the individual's area of expertise
- drafting, obtaining endorsement and forwarding of reports to higher authority
- how, when and why communications management processes are implemented
- the importance of the individuals contribution to the communications management process

Substantiating evidence may be:

- input to lists of project information requirements
- input to the communications management plan
- records of use of formal and informal communication networks
- records of collection, validation, storage, retrieval, analysis and/or dissemination of information
- records and reports of significant communication issues
- records of drafting, obtaining endorsement and forwarding of reports to higher authority
- input to communications review(s), including reports of lessons learned and recommendations for improvement

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UNIT BSX154L408: APPLY SKILLS IN RISK MANAGEMENT

Definition: Risks are factors which might adversely affect project outcomes. Risk management includes the processes concerned with identifying, analysing and responding to uncertainty. It also includes maximising the results of positive events and minimising the consequences of adverse events. The risk management process is completed through review of the plan and recording of lessons learned.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L408/03	Contribute to assessing risk management outcomes	• Contribution is made to the ongoing review of project outcomes to determine the effectiveness of risk management activities • Risk management issues and responses are reported to higher project authority for application in future projects
BSX154L408/02	Conduct risk control activities	• Project activities are undertaken in accordance with agreed project and risk management plans to achieve project objectives • Progress is measured and perceived, potential or actual risk events are reported to higher project authority for determination of response • Contribution is made to the implementation of agreed risk approaches and the amendment of plans to reflect the changing environment
BSX154L408/01	Contribute to the identification of project risk events	• Contribution is made, within team process, to identify and prioritise potential risk events throughout the project life cycle • Input is provided to help develop risk management strategies and risk management plans within established guidelines • Established risk management methods, tools and techniques are used to assist in the analysis and reporting of identified risk events to higher project authority

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

Higher project authorities may be:

- supervisors within the sub-project team (in large projects)
- section leader
- the project manager

Higher authorities would not normally be from outside the project

Stakeholders may be from: within the project, other projects affected, the client/customer, and/or the parent organisation.

The **client** is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

Participation/contribution may take the form

- making decisions and acting within limits of authorisation in the individuals area of expertise
- providing detailed input/advice in the individual's area of expertise
- contributing general input in a team environment

Communication and reporting may involve:

- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Risk management activities may be undertaken:

- within established organisational framework, procedures and routines
- under limited guidance and supervision
- within agreed authorisation and limits
- in a multi-disciplinary environment subject to frequent change

Project reviews may be undertaken on completion of:

- agreed major milestones, eg phases, sub-contracts
- delivery of major deliverables
- change of key personnel
- finalisation of project and other agreed milestones

Risk management tools and techniques may involve:

- calling upon personal experience and/or subject matter experts
- assisting in qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning, alternative strategy development
- using specialist risk analysis tools to provide output to assist in the decision making process

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Records may take the form of:

- lists of potential risk events
- risk analysis and reappraisal
- risk management plans
- risk diaries, incident logs, occurrence reports and other such documentation
- project and/or organisation files and records
- risk management lessons learned

EVIDENCE GUIDE

General knowledge and understanding of:

- the need for risk management within the broad project management framework
- the place of risk management in the context of the project life cycle and other project management functions
- the application of risk management tools and techniques within the candidates area of expertise
- how, when and why risk identification, monitoring and reporting processes are implemented
- the importance of the individuals contribution to the risk management process

Substantiating evidence may be:

- lists of potential risk events
- records of input to risk management strategies and risk management plan
- lists of perceived, potential or actual risk events
- risk management reports
- records of input to project risk reviews, including reports of lessons learned and recommendations for improvement

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UNIT BSX154L409: APPLY SKILLS IN PROCUREMENT MANAGEMENT

Definition: Project procurement involves the management of contracting activities from formation, such as product and contract definition, market analysis, through the tendering process up to contract formation, to contract performance, management and administration after contract award. Project procurement management concludes with contractual aspects of the project finalisation processes. Procurement activities are normally defined and planned early and refined throughout the project life-cycle to ensure changing project objectives are met. Whether involvement in the procurement process is as the client, the prime contractor, or as a sub-contractor, may influence the perspective from which the procurement activities are addressed, however similar project management processes would normally apply.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L409/04	Conduct finalisation activities	• Testing and acceptance of supplies are undertaken to ensure quality and fitness for purpose of deliverables • Assistance is provided in the ongoing review of project outcomes to determine the effectiveness of communications management activities • Procurement management issues and responses are reported to higher project authority for application in future projects
BSX154L409/03	Conduct procurement activities	• Procurement information is maintained and managed to ensure reporting, confidentiality and audit requirements are met • Supplies are received, reconciled and registered in accordance with established procedures to facilitate payment and through life management
BSX154L409/02	Contribute to contractor selection process	• Information on potential suppliers is gathered, evaluated within area of expertise and recommendations made to assist in selection of preferred contractors • Contribution is made within project teams to develop tendering and contractual documentation • Contribution is provided within area of expertise in evaluation of responses to determine agreed terms and conditions with preferred contractor
BSX154L409/01	Contribute to procurement planning	• Contribution is made, within team process, to the determination of procurement requirements • Contribution is made within area of expertise to the development of the procurement management plan

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

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RANGE OF VARIABLES

Higher project authorities may be:
- supervisors within the sub-project team (in large projects)
- section leader
- the project manager

Higher authorities would not normally be from outside the project

Stakeholders may be from: within the project, other projects affected, the client/customer, and/or the parent organisation.

The **client** is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

Participation/contribution may take the form
- making decisions and acting within limits of authorisation in the individuals area of expertise
- providing detailed input/advice in the individual's area of expertise
- contributing general input in a team environment

Communication and reporting may involve:
- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Procurement management activities may be undertaken:
- within established organisational framework, procedures and routines
- under limited guidance and supervision
- within agreed authorisation and limits
- in a multi-disciplinary environment subject to frequent change

Project reviews may be undertaken on completion of:
- agreed major milestones, eg phases, sub-contracts
- delivery of major deliverables
- change of key personnel
- finalisation of project and other agreed milestones

Procurement activities may include:
- obtaining quotes from potential suppliers
- confirming details
- obtaining approvals from higher project authorities
- .formally receipting goods and services
- conducting test and acceptance procedures
- maintaining registers and lists
- processing payment documentation
- liaising with client, contractors and sub-contractors, and other stakeholders
- conducting transfer and disposal actions

Procurement records may take the form of:
- lists of potential suppliers
- procurement logs, registers
- quotes, invoices and receipts
- test and acceptance results
- assets and disposal actions
- procurement reports

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EVIDENCE GUIDE

General knowledge and understanding of:

- the need for procurement management within the broad project management framework
- the place of procurement management in the context of the project life cycle and other project management functions,
- the application of procurement management tools and techniques within the candidates area of expertise,
- how, when and why procurement management processes are implemented, and
- the importance of the individuals contribution in the procurement management process

Substantiating evidence may be:

- input to procurement management plans
- records of potential suppliers
- records of input to the contractor evaluation and selection process
- procurement logs, registers and other such records of quotes, invoices, receipts, test and acceptance results, assets and disposal actions
- procurement reports
- records of input to procurement reviews, including reports of lessons learned and recommendations for improvement

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UNIT BSX154L402: APPLY SKILLS IN SCOPE MANAGEMENT

Definition: The scope of a project comprises a combination of the end products of the project and the work required to produce them. Scope management involves the initial justification of the project and initial project start-up, as well as the ongoing definition of deliverables, objectives and constraints. Project scope forms the foundation of the project plan and the basis from which other related plans are developed and the focus of their integration.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L402/02	Apply project scope controls	• Work is undertaken in accordance with agreed scope management plans and established change control procedures • Progress is measured to determine and report potential, perceived and actual scope changes to higher project authority for resolution • Assistance is provided in the review of project outcomes to determine the effectiveness of initial and subsequent scope management approaches
BSX154L402/01	Contribute to scope definition	• Contribution is made, in a team environment, to the identification of project deliverables within area of expertise • Contribution is made, in a team environment, to identify measurable outcomes within area of expertise to enable evaluation of project performance • Tasks are defined and resources estimated, in a team environment, to facilitate scope planning and management within area of expertise

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1

RANGE OF VARIABLES

Higher project authorities may be:
- supervisors within the sub-project team (in large projects)
- section leader
- the project manager

Higher authorities would not normally be from outside the project

Stakeholders may be from: within the project, other projects affected, the client/customer, and/or the parent organisation.

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The **client** is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

Participation/contribution may take the form

- making decisions and acting within limits of authorisation in the individuals area of expertise
- providing detailed input/advice in the individual's area of expertise
- contributing general input in a team environment

Communication and reporting may involve:

- other team members
- project team leaders/co-ordinators
- colleagues internal and/or external to the organisation
- members of client organisation as authorised

Project deliverables may include all products and services defined within the project scope.

Contribution to **scope management** may include input from area of expertise in:

- identifying project benefits and outcomes
- listing deliverables, tasks and activities
- contributing to the development of work, organisation or product breakdown structures
- listing measurable project outcomes

Change control procedures may be applied to:

- designated elements of project liable to change, eg engineering, finance
- designated project documentation, eg plans, schedules, directives, guidelines and instructions

EVIDENCE GUIDE

General knowledge and understanding of:

- the need for scope definition during project start-up
- the importance of, and techniques related to, task definition
- the place of scope management in the context of the project life cycle
- an understanding of scope change controls
- methods to define products and activities, eg simple work breakdown structure

Substantiating evidence may be input, within area of expertise, to:

- lists of project deliverables, constraints and outcomes
- task definition and resource allocation records
- progress reports
- scope change proposals
- project reviews
- records of major scope issues

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UNIT BSX154L506: GUIDE APPLICATION OF HUMAN RESOURCES MANAGEMENT

Definition: Project human resource management (HRM) involves the development of individuals and sub-teams into a cohesive project unit with the common purpose of meeting project objectives. Human resource management includes determining the resources required to manage project tasks, both within the core project team and the broader organisational matrix. Staff recruitment, selection, training and development is conducted to accommodate change throughout the project life-cycle

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L506/03	Guide the project team	• Processes to promote continuous improvement of staff are implemented and actions taken to improve staff and overall project effectiveness • Internal and external influences on individual and team performance and morale are monitored and reported to higher project authority if necessary for remedial action • Established procedures for interpersonal communication, counselling and conflict resolution are implemented to maintain a positive working environment • Inter-project and intra-project conflict is identified and managed to minimise impact on achievement of project objectives • HRM management issues and recommended improvements are identified, documented and passed on to higher project authority for application in future projects
BSX154L506/02	Implement staff training and development	• Designated staff responsibilities, authority and personal performance measurement criteria are communicated to ensure clarity of understanding of the work and to provide a basis for ongoing assessment • Ongoing development and training of project team members is identified, planned, approved by higher authority and implemented to achieve HRM and overall project objectives • Individuals' performance is measured against agreed criteria and actions are initiated to overcome shortfalls in performance and encourage career progression
BSX154L506/01	Implement HRM planning activities	• Resource requirements for individual tasks are determined, with input from stakeholders and guidance from higher project authorities, to provide a basis for determining project staffing levels and competencies • Project organisation and structure designated by higher authority is established to align individual and group competencies with project tasks • Staff are allocated to and within the project or reallocated within the organisation as directed by higher project authority to meet competency requirements throughout the project life cycle • HRM methods, techniques and tools are used to implement HRM procedures and HRM plans to ensure clarity of understanding and ongoing human resource management

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

EVIDENCE GUIDE

Broad knowledge and understanding of:

- the importance of human resource management in the project management environment
- established organisational policies, standards and methods required to achieve HRM outcomes
- the use of established HRM selection, assignment, training, performance evaluation and motivation tools
- the conflict and stress issues associated with individuals tasked with project management, especially within a human resource matrix management environment
- HRM outcomes, critical success and failure criteria and HRM performance measures
- the application of interpersonal skills
- assessment of interpersonal strengths and weaknesses
- the differences in work content, processes and risk that affect HRM requirements in the various phases of the project life cycle

Substantiating evidence may be:

- current and future requirements for competency within the project team
- staffing levels and competencies related to task
- job descriptions including measures of performance
- project organisation charts
- staff recruitment and selection criteria
- team and individual responsibilities, levels of authority and performance assessment criteria

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- responsibility assignment matrix
- HRM plans and procedures
- records of internal and external influences on HRM performance
- HRM lessons learned

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UNIT BSX154L501: GUIDE APPLICATION OF PROJECT INTEGRATIVE PROCESSES

Definition: Integration is the management of overall project scope in the context of schedules, budgets, risk and contracts towards establishing agreed baselines for supplier/client requirements. Integration involves the management of the other eight functions of project management, and making trade-offs among competing objectives and alternatives in order to meet or exceed project objectives throughout the project life cycle, taking into consideration the often conflicting influences of the internal and external environments.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L501/03	Implement project activities throughout life cycle	• Agreed project phases, approval points and review points are implemented to accommodate all project management functions requirements • Progress is reported in relation to established project baselines to provide a measure of performance throughout all phases of the project life cycle • Established finalisation plans, procedures and activities ar implemented to ensure final outcomes of project phases ar of the overall project meet agreed project objectives • Integration management issues and recommended improvements are identified, documented and passed on t higher project authority for application in future projects
BSX154L501/02	Coordinate internal and external environments	• The project is managed within established internal workin environment to ensure work is conducted effectively throughout the project life cycle • Established links are maintained to align project objective with organisation objectives throughout the project life cycle • Where necessary, higher authority assistance is sought to resolve conflicts between achievement of project objectiv and accommodation of requirements of other levels of management within the organisation
BSX154L501/01	Implement integration of the nine functions of project management	• Project stakeholders are identified with guidance of higher project authorities to determine the influence of others on achievement of project outcomes • The requirements of all project management functions are reviewed, with guidance of higher project authorities and other relevant stakeholders, to determine achievable proje objectives • The project plan is developed, based on requirements of project sub-plans, agreed by higher project authority and implemented as the basis for project management • Designated project control mechanisms are implemented t accommodate change throughout the project life cycle

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2

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Solving problems	2
Using mathematical ideas and techniques	2

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

EVIDENCE GUIDE

A broad knowledge and understanding of:

- the project process, the project life-cycle and the relationship between project phases
- planning and control procedures, resource management and risk management
- a range of suitable methodologies, techniques and tools available to project managers
- the application of leadership and management within a project environment
- internal and external environment factors that may affect the project

Substantiating evidence may be:

- records of evaluation and consultative processes to determine achievable project objectives
- project plans and sub-plans covering the nine functions of project management
- demonstration of processes for linking and co-ordination of project control mechanisms
- records of evaluation of impact of organisation and other environment on project objectives
- records of implementation of project phases and milestones
- records of measurement and reporting of progress in relation to established baselines
- finalisation plans
- lists of integration management issues and recommended improvements

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UNIT BSX154L502: GUIDE APPLICATION OF SCOPE MANAGEMENT

Definition: The scope of a project comprises a combination of the end products of the project and the work required to produce them. Scope management involves the initial justification of the project and initial project start-up, as well as the ongoing definition of deliverables, objectives and constraints. Project scope forms the foundation of the project plan and the basis from which other related plans are developed and the focus of their integration.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L502/03	Guide application of scope controls	• Agreed scope management procedures and processes are implemented to form the basis of ongoing scope management • The impact of scope changes is managed within established time, cost and quality constraints to meet project objectives • Progress is reviewed and results recorded to assess the effectiveness of scope management procedures • Scope management issues and recommended improvements are identified, documented and passed on to higher project authority for application in future projects
BSX154L502/02	Conduct project scope definition activities	• Project objectives, deliverables, constraints and principal work activities are identified, with guidance of higher project authorities as the basis for agreement between the project team and the client • Designated measurable project benefits and outcomes are established to enable quantified evaluation of project performance • Scope management plans are developed and implemented to ensure clarity of understanding and ongoing management of project scope
BSX154L502/01	Conduct project authorisation activities	• Project authorisation is confirmed with higher authority as the basis for future project management activity and commitment of resources and effort

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Working with others and in teams	2

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RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

EVIDENCE GUIDE

A broad knowledge and understanding of:

- organisational processes leading to project authorisation, start-up and designation of project manager
- the place of scope management in the context of the project life cycle
- the need for scope definition during project start-up and ongoing during the project life cycle
- methods to define products and activities, eg work, organisation and product breakdown structures
- the components of a scope statement
- the practice of change control

Substantiating evidence may be:

- project scope documentation, including plans, schedules, statements, directives, guidelines and instructions
- work breakdown, product breakdown and organisation breakdown structures
- other scope definition documents
- change requests/change orders
- records of control of scope changes
- records of scope lessons learned

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UNIT BSX154L503: GUIDE APPLICATION OF TIME MANAGEMENT

Definition: Management of project time relates to the activities associated with development, analysis and control of project schedules. Meeting project objectives within the identified time frame is a critical factor in determining project success along with capability, cost and quality

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L503/03	Assess time management outcomes	• Project outcomes are reviewed to determine the effectiveness of time management activities • Time management issues and recommended improvements are identified, documented and passed on to higher project authority for application in future projects
BSX154L503/02	Implement project schedule	• Mechanisms are implemented and used to measure, record and report progress of activities in relation to the agreed schedule and plans • Ongoing analysis of options is conducted to identify variances and forecast the impact of changes on the schedule • Progress is reviewed throughout the project life cycle and agreed schedule changes are implemented to ensure consistency with changing scope, objectives and constraints related to time and resource availability • Responses to perceived, potential or actual schedule changes are developed , agreed by higher project authority, and implemented to maintain project objectives
BSX154L503/01	Determine project schedule	• The duration and effort, sequence and dependencies of tasks are determined, from the output of scope definition, with input from stakeholders and guidance of higher project authorities as the basis for the project schedule • Established time management methods, techniques and tools are selected and used to determine preferred schedule, time management plans, resource allocation and financial requirements • Agreement to the schedule is obtained from higher project authority and communicated to stakeholders to provide the basis for measurement of progress

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2

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Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

EVIDENCE GUIDE

A broad knowledge and understanding of:

- the need to link time, cost and resources to the project schedule
- responsibilities for time management
- development of project schedules
- use of the schedule as a control mechanism
- the place of time management in the context of the project life cycle and other project management functions
- appropriate time management methodologies, their capabilities, limitations, application and outcomes

Substantiating evidence maybe:

- project work breakdown structure
- key activity schedule
- application of precedence and dependency principles to task definition
- project schedule
- regular schedule reports to stakeholders and higher authority
- application of monitoring, review and reporting mechanisms
- application of actual progress against planned progress
- records of recommendations for and corrective actions taken against variances in the project schedule
- records of lessons learned

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UNIT BSX154L505: GUIDE APPLICATION OF QUALITY MANAGEMENT

Definition: Quality is a factor critical to success of the project along with capability, cost and time. Project quality management comprises the activities required to optimise the quality policy and the processes of the project. Quality management applies objective standards and processes to achieve the largely subjective goal of customer satisfaction through the continuous application of quality planning, quality control, quality assurance and continuous improvement throughout the project life-cycle

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L505/03	Implement project quality improvements	• Processes are reviewed and agreed changes implemented continually throughout the project life cycle to ensure continuous improvement of quality • Project outcomes are reviewed against performance criteria to determine the effectiveness of quality management processes and procedures • Lessons learned and recommended improvements are identified, documented and passed on to higher project authority for application in future projects
BSX154L505/02	Implement quality assurance	• Results of project activities and product performance are measured and documented throughout the project life cycle to determine compliance with agreed quality standards • Causes of unsatisfactory results are identified, in consultation with the client, and appropriate actions are recommended to higher project authority to enable continuous improvement in quality outcomes • Inspections of quality processes and quality control results are conducted to determine compliance of quality standards to overall quality objectives • A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to higher project authority and stakeholders
BSX154L505/01	Determine quality requirements	• Quality objectives, standards and levels are determined, with input from stakeholders and guidance of higher project authorities, to establish the basis for quality outcomes • Established quality management methods, techniques and tools are selected and used to determine preferred mix of quality, capability, cost and time • Quality criteria are identified, agreed with higher project authority and communicated to stakeholders to ensure clarity of understanding and achievement of quality and overall project objectives • Agreed quality requirements are included in project plans and implemented as basis for performance measurement

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Solving problems	2
Using mathematical ideas and techniques	2

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

EVIDENCE GUIDE

Broad knowledge and understanding

- the principles of quality management and their application
- acceptance of responsibilities for quality management
- use of quality management systems and standards
- the place of quality management in the context of the project life cycle
- appropriate quality management methodologies; their capabilities, limitations, applicability and contribution to project outcomes

Substantiating evidence may be:

- lists of quality objectives, standards, levels and measurement criteria
- records of inspections, recommended rectification actions and quality outcomes
- management of quality management system and quality management plans
- application of quality control, quality assurance and continuous improvement processes
- records of quality reviews
- lists of lessons learned and recommended improvements

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UNIT BSX154L507: GUIDE APPLICATION OF COMMUNICATIONS MANAGEMENT

Definition: Project communications management provides a critical link between people, ideas and information at all stages in the project life-cycle. Project communications management ensures the timely and appropriate generation, collection, dissemination, storage and disposition of project information via formal structures and processes to aid in decision making, and the control of informal communication networks to aid the achievement of project objectives.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L507/04	Assess communications management outcomes	• Finalisation activities are conducted to ensure agreed ownership of and responsibility for information is achieved • Project outcomes are reviewed to determine the effectiveness of management information and communications processes and procedures • Lessons learned and recommended improvements are identified, documented and passed on to higher project authority for application in future projects
BSX154L507/03	Implement project reporting processes	• Agreed communication networks between project, client and other stakeholders are implemented and maintained to ensure effective communications at appropriate levels throughout the project life cycle • Communication and information management systems problems are identified, reported to higher project authorities, and agreed remedial actions are implemented to ensure project objectives are met • Customer relationships are maintained within established guidelines to ensure clarity of understanding of objectives and to reduce conflict throughout the project life cycle
BSX154L507/02	Guide application of information management	• The generation, gathering, storage, retrieval, analysis and dissemination of information by project staff and stakeholders is managed within established systems and procedures to aid decision making processes throughout the project life cycle • Designated information validation processes are monitored and controlled, and agreed modifications implemented to optimise quality and accuracy of data
BSX154L507/01	Implement communications planning processes	• Information requirements are identified, documented and analysed, with input from stakeholders and guidance of higher project authorities, as the basis for communications planning • Agreed communications management plans are implemented within established communications networks to ensure clarity of understanding and

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achievement of project objectives throughout the project life cycle
- Designated project management information system, structure and procedures are implemented and maintained to ensure the quality, validity, timeliness and integrity of information and communication

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2

RANGE OF VARIABLES

Higher project authorities may be:
- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

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EVIDENCE GUIDE

Broad knowledge and understanding of:

- the principles of communications management and their application
- acceptance of responsibilities for communications management
- maintenance of project management information systems and communications networks
- drafting, vetting, approving, obtaining endorsement and forwarding of reports to higher authority
- the place of communications management in the context of the project life cycle and other project management functions
- appropriate communication management technologies; their capabilities, limitations, applicability and contribution to project outcomes

Substantiating evidence may be:

- communications management plans
- PMIS structure and procedures
- progress reports
- records of collection, validation, storage, retrieval, analysis and/or dissemination of information
- records of meetings
- post-validation process modifications
- communications networks
- records of communications problems and solutions

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UNIT BSX154L508: GUIDE APPLICATION OF RISK MANAGEMENT

Definition: Risks are factors which might adversely affect project outcomes. Risk management includes the processes concerned with identifying, analysing and responding to uncertainty. It also includes maximising the results of positive events and minimising the consequences of adverse events. The risk management process is completed through review of the plan and recording of lessons learned.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L508/03	Assess risk management outcomes	• Project outcomes are reviewed to determine effectiveness of risk management processes and procedures • Risk issues and recommended improvements are identified, documented and passed on to higher project authority for application in future projects
BSX154L508/02	Monitor and control project risk	• Project is managed in accordance with established project and risk management plans to ensure common approach to achievement of objectives • Progress is monitored against project plans to identify variances and recommend responses to higher project authority for remedial action • Agreed risk responses are implemented and plans modified to reflect changing project objectives in an environment of uncertainty
BSX154L508/01	Determine project risk events	• Potential, perceived and actual risk events are identified, documented and analysed, in consultation with appropriate stakeholders and guidance of higher project authorities, as the basis for risk management planning • Established risk management techniques and tools are used to analyse risk events, assess options and recommend preferred risk approaches to higher project authority for approval • Plans are developed, agreed with stakeholders and communicated to ensure clarity of understanding and ongoing management of risk factors • Designated risk management processes and procedures are implemented to enable effective management and communication of risk events, responses and results to higher project authorities and other stakeholders

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2

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Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

EVIDENCE GUIDE

Broad knowledge and understanding of:

- uncertainty and the means of measurement
- personal attitudes to uncertainty and risk, and how they might impact on the project's approach to risk management
- the place of risk management in the context of the project life cycle
- appropriate risk management methodologies, their capabilities, limitations, applicability and outcomes

Substantiating evidence may be:

- application of lessons learned from previous project(s) in planning new project
- lists of potential risk events
- records of identification and prioritisation of risk events
- risk management plans
- reports of variance and recommendations for action
- details of conduct of risk reappraisal
- risk management lessons learned

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UNIT BSX154L509: GUIDE APPLICATION OF PROCUREMENT MANAGEMENT

Definition: Project procurement involves the management of contracting activities from formation, such as product and contract definition, market analysis, through the tendering process up to contract formation, to contract performance, management and administration after contract award. Project procurement management concludes with contractual aspects of the project finalisation processes. Procurement activities are normally defined and planned early and refined throughout the project life-cycle to ensure changing project objectives are met. Whether involvement in the procurement process is as the client, the prime contractor, or as a sub-contractor, may influence the perspective from which the procurement activities are addressed, however similar project management processes would normally apply.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L509/05	Manage contract finalisation procedures	• Finalisation activities are conducted to ensure contract deliverables meet contractual requirements • Project outcomes are reviewed to determine the effectiveness of procurement processes and procedures • Lessons learned and recommended improvements are identified, documented and passed on to higher project authority for application in future projects
BSX154L509/04	Implement contract	• Established procurement plans are implemented, and modified with higher project authority approval, to ensure common approach to achievement of objectives • Progress is reviewed and agreed changes are managed to ensure timely completion of tasks, resolution of conflicts and achievement of project objectives within the legal framework of the contract • Procurement management problems are identified, reported to higher project authorities, and agreed remedial actions are implemented to ensure project objectives are met
BSX154L509/03	Conduct procurement process activities	• Agreed proposals are communicated to prospective contractors to ensure clarity of understanding of project objectives • Responses are evaluated and preferred contractors are selected in accordance with current legal requirements and agreed selection processes • Negotiations are conducted with preferred contractor, with guidance of higher project authority if necessary, to agree contract terms and conditions, establish common goals and minimise uncertainty
BSX154L509/02	Establish agreed procurement processes	• Information is obtained from established sources capable of fulfilling procurement requirements to determine the extent to which project objectives can be met • Established selection processes and selection criteria are implemented and communicated to stakeholders and prospective contractors to ensure fair competition • Approvals are obtained from higher project authority to enable formal discussions to be conducted
BSX154L509/01	Determine procurement requirements	• Procurement requirements are identified, with input from stakeholders and guidance of higher project authorities, as the basis for procurement planning and the contract

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- Agreed procurement management plans and strategies are implemented and maintained to ensure clarity of understanding between stakeholders and achievement of project objectives

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Working with others and in teams	2

RANGE OF VARIABLES

Higher project authorities may be:
- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

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EVIDENCE GUIDE

Broad knowledge and understanding of:

- the principles of procurement management and their application
- the principles of contracts and contractual legal requirements from the project management perspective
- the selection of appropriate formal arrangements and the legal implications of such agreements
- contract negotiation skills
- procurement management processes and procedures

Substantiating evidence may be:

- product specifications
- procurement management plans
- contract documentation
- records of evaluation and selection of preferred contractors
- records of involvement in contract negotiations
- progress measurement and conflict resolution process records
- contract change procedures and documentation
- records of test and acceptance procedures and documentation
- records of contract discharge procedures and documentation
- records of procurement lessons learned and recommended improvements

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UNIT BSX154L504: GUIDE APPLICATION OF COST MANAGEMENT

Definition: Cost management includes the processes required to identify, analyse and refine project costs to produce a budget and is used as the principal mechanism to control project cost. Cost management is a factor critical to the success of the project, along with capability, time and quality

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L504/03	Conduct financial completion activities	• Activities are conducted to signify financial completion • Project outcomes are reviewed to determine the effectiveness of cost management processes and procedures • Cost management issues and recommended improvements are identified, documented and passed on to higher project authority for application in future projects
BSX154L504/02	Monitor and control project costs	• Agreed financial management procedures and processes are implemented to monitor actual expenditure and to control costs • Cost analysis methods and tools are selected and used to identify cost variations, evaluate options and recommend actions to higher project authority • Agreed actions are implemented, monitored and modified to maintain financial and overall project objectives throughout the project life cycle
BSX154L504/01	Determine project costs	• Resource requirements for individual tasks are determined, with input from stakeholders and guidance of higher project authorities, to provide a basis for attributing expenditure • Project costs are estimated to enable budgets to be developed and agreed cost management processes implemented at an appropriate level throughout the project life cycle • Cost management plans are developed and implemented to ensure clarity of understanding and ongoing management of project finances

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- the project manager (in large projects where the individual is section head or sub-project leader)
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation

Stakeholders may be from: within the project, other projects affected, the client/customer, suppliers/contractors and/or the parent organisation.

Client The client is the authority, or authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Advice and **assistance** may be provided by other project managers, the program manager, section heads and/or specialists within the organisation. Liaison with the client organisation and external authorities would normally be within agreed authorisation and reporting requirements.

EVIDENCE GUIDE

Broad knowledge and understanding of:

- the need to link time, cost and resources to the project framework
- acceptance of responsibilities for cost management
- development of project budgets and expenditure forecasts

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UNIT BSX154L609: MANAGE PROCUREMENT

Definition: Project procurement involves the management of contracting activities from formation, such as product and contract definition, market analysis, through the tendering process up to contract formation, to contract performance, management and administration after contract award. Project procurement management concludes with contractual aspects of the project finalisation processes. Procurement activities are normally defined and planned early and refined throughout the project life-cycle to ensure changing project objectives are met. Whether involvement in the procurement process is as the client, the prime contractor, or as a sub-contractor, may influence the perspective from which the procurement activities are addressed, however similar project management processes would normally apply.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L609/05	Finalise contracts	• Finalisation activities are managed to ensure quality of, and responsibility for contract deliverables accords with contractual and project requirements • Project outcomes are reviewed and analysed to determine the effectiveness of procurement processes and procedures • Lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects
BSX154L609/04	Manage contracts	• Procurement activities are managed in accordance with agreed contract and procurement management plans to ensure common approach to achievement of objectives • Progress is reviewed, variance is analysed and agreed changes are implemented to ensure project objectives are met within the legal framework of the contract • Potential, perceived and actual contractual conflicts are identified and remedial actions are implemented to minimise disruption to achievement of contract and project objectives
BSX154L609/03	Manage procurement process	• Proposals are developed, agreed, and communicated to prospective contractors to ensure clarity of understanding of project objectives, responsibilities and methods of achievement • Responses are evaluated and preferred contractors are selected in accordance with agreed selection processes • Contract terms and conditions are negotiated between client and preferred contractor to agree common goals and minimise uncertainty
BSX154L609/02	Set up procurement process	• Potential sources capable of fulfilling procurement requirements are identified and evaluated to determine the extent to which project objectives can be met • Selection processes and selection criteria are determined in consultation with stakeholders and communicated to prospective contractors to ensure fair competition • Higher project authority endorsements are obtained when necessary to ensure procurement actions accord with organisation and project objectives
BSX154L609/01	Plan project procurement	• Product specifications and procurement requirements are identified, analysed and prioritised, in consultation with appropriate stakeholders, as the basis for procurement planning and the contract • Procurement strategies, methods and management plans are developed, agreed and managed to reflect agreed changes to project objectives throughout project life cycle

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Working with others and in teams	3

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:

- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:
organisational policy and guidance
the project management body of knowledge
legislation affecting project management practice
other legislation related to particular occupations and industries

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international conventions in project management best practice

The individual may be responsible and accountable for the outcome of **procurement management activities** throughout the project life cycle which may:

- be done independently or by taking the lead in a team environment
- involve consultation with and selective involvement of appropriate project stakeholders
- involve the selection, modification and supervision of the use of appropriate procurement management methods, processes, procedures, tools and techniques
- be conducted substantially non-routinely to meet complex, changing circumstances
- take into account the impact of organisational and environmental change on the project and vice versa

Contracts or **formal arrangements** may require a single contract or several contracts. Project phases may be treated as separate contracts in their own right, eg concept development, project definition study, prototype development, full scale production and shut-down/finalisation; or there may be a prime contract integrated with a number of sub-contracts. In some instances, for example, between government departments, the contract may be in the form of an agreement such as a Memorandum of Understanding, or possibly an informal undertaking to provide a service or product to another department. Selection of appropriate formal arrangements and the legal implications of such agreements may require sound judgement and complex analytical and communication skills.

Project procurement policy may be influenced by:

- government law, regulations and guidelines
- industry standards and guidelines
- organisation policy, practices and procedures
- limiting factors within the project

Procurement records may take the form of:

- product specifications
- procurement management plans
- contract analysis, evaluation of options, strategy development
- contractor identification, evaluation and selection records
- contract negotiation documentation, eg contract negotiation strategies, plans, team and individual directives

EVIDENCE GUIDE

Detailed knowledge and understanding of:

- the principles of procurement management and their application
- the principles of contracts and contractual legal requirements from the project management perspective
- contract types, their capabilities, limitations, applicability and outcomes
- personal and team oriented contract negotiation skills
- procurement management processes and procedures

Substantiating evidence may be:

- product specifications
- procurement management plans
- records of analysis, evaluation of options, procurement strategy development
- contractor identification, evaluation and selection records
- tendering documentation, evaluation criteria and selection processes
- contract negotiation documentation, eg contract negotiation strategies, plans, team and individual directives or working documents
- progress measurement and conflict resolution process records
- records of development and management of contract change procedures
- records of test and acceptance procedures
- records of contract discharge procedures and documentation
- records of procurement management lessons learned and application in other projects

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UNIT BSX154L601: MANAGE PROJECT INTEGRATION

Definition: Integration is the management of overall project scope in the context of schedules, budgets, risk and contracts towards establishing agreed baselines for supplier/client requirements. Integration involves the management of the other eight functions of project management, and making trade-offs among competing objectives and alternatives in order to meet or exceed project objectives throughout the project life cycle, taking into consideration the often conflicting influences of the internal and external environments.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L601/03	Manage project throughout life cycle	• All project management functions requirements are review establish project-wide phases, approval points, review poin other milestones • Project baselines are established and progress is reported i to the agreed baselines to provide a measure of performanc throughout all phases of the project life cycle • Finalisation plans, procedures and activities are developed managed to ensure final outcomes of project phases and of overall project meet agreed project objectives • Integration management lessons learned are passed to high authority and feedback is provided for application in plann implementation of later projects
BSX154L601/02	Manage within the internal and external environments	• The internal project working environment is managed to e work is conducted effectively throughout the project life cy • Links are established and maintained to manage the alignm between project objectives and organisation objectives thro the project life cycle • The impact of conflicting requirements of different levels o management within the organisation on individual areas or overall project, are managed to achieve project objectives, necessary to modify project objectives • The impact of external environmental influences on indivi or the overall project, are managed to achieve project obje if necessary, to modify project objectives
BSX154L601/01	Manage integration of the nine functions of project management	• Project stakeholders are identified to determine the influen others on achievement of project outcomes • The requirements of all project management functions are rationalised and integrated, to determine agreed, achievabl objectives • Project sub plans are reviewed, rationalised and integrated structured, cohesive project plan to form the basis for ongo project management • Integrated project control mechanisms are derived from pr plans to accommodate change throughout the project life c

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3

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Solving problems	3
Using mathematical ideas and techniques	3

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:

- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:

- organisational policy and guidance
- the project management body of knowledge
- legislation affecting project management practice
- other legislation related to particular occupations and industries
- international conventions in project management best practice

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Achievable project objectives may be determined from the requirements of:

- the client, eg maximum value for money, or maximum performance at minimum cost
- the supplier/contractor, eg minimum cost, minimum time, acceptable quality
- end-user(s), eg maximum performance as well as optional extras, want it now
- higher project authorities, eg reputation, retention of market share, buying into market within the constraints of performance, time, cost, quality, resources and skills

The project plan may be a single document or a covering document which rationalises and integrates the requirements of the nine functions of project management contained in other project sub-plans

Integration may involve the linking and co-ordination of individual control **mechanisms** to provide cohesive project-wide control, ie the integration of quality, financial, resource management, information management, communication and other control mechanisms

The **internal environment** may include:

- physical location of project within the organisation
- layout of project personnel and equipment
- personal working conditions (physical and emotional)
- team and interpersonal dynamics
- identity and differentiation of the project within the larger environment

The external environment may include:

- the parent organisation, enterprise, industry
- employee representative groups, eg unions, professional associations, lobby groups
- political, social and societal influences
- public and media interest
- the physical environment, eg geography, ecology, sensitivity
- external stakeholder expectations

Levels of management may include:

- corporate/ enterprise
- business unit
- program/ project
- operations/ technical

The project may be affected by conflicting objectives and constraints within and between these levels of management which may vary over time

Finalisation activities may include:

- transition of responsibility/ownership of project deliverables/products
- transfer of assets to the client or originating owner
- warranty requirements
- project evaluation
- final audit/reconciliation
- settling of financial liabilities
- finalisation of account codes and other financial documentation

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EVIDENCE GUIDE

Detailed knowledge and understanding of:

- the project process, the project life-cycle and the relationship between project phases
- planning and control procedures, resource management and risk management
- a range of suitable methodologies, techniques and tools available to project managers
- the need for and application of leadership and management within a project environment
- internal and external environment factors that may affect the project

Substantiating evidence may be:

- records of rationalisation/integration processes to determine achievable project objectives
- project plans and sub-plans covering the nine functions of project management
- maintenance of processes for linking and co-ordination of project control mechanisms
- records of organisation and other environmental impact analysis
- records of co-ordination and implementation of project phases and milestones
- records of establishment, measurement and reporting of progress in relation to baselines

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UNIT BSX154L602: MANAGE SCOPE

Definition: The scope of a project comprises a combination of the end products of the project and the work required to produce them. Scope management involves the initial justification of the project and initial project start-up, as well as the ongoing definition of deliverables, objectives and constraints. Project scope forms the foundation of the project plan and the basis from which other related plans are developed and the focus of their integration.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L602/03	Manage project scope	• Change management system is established and maintained to form the basis of ongoing scope management • The impact of potential, perceived and actual scope changes is analysed and actions are taken to achieve or modify project objectives throughout the project life cycle • Project outcomes are compared against defined scope to determine and communicate achievement of project objectives • Scope management lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects
BSX154L602/02	Define and plan project scope	• Project objectives, deliverables, constraints and principal work activities are defined and recommended as the basis for agreement between the project team and the client • Measurable project benefits and outcomes are determined and agreed to enable quantified evaluation of project performance • Scope definition, scope management strategies and plans are developed, agreed and communicated to ensure clarity of understanding and ongoing management of project scope
BSX154L602/01	Manage project authorisation	• Needs are analysed, in consultation with client and other stakeholders if necessary, to determine justification for existence of project and for designation of project manager • Project authorisation is obtained from higher project authority as the basis for future project management activity and commitment of resources and effort

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3

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Using mathematical ideas and techniques	3
Working with others and in teams	3

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:

- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:
organisational policy and guidance
the project management body of knowledge
legislation affecting project management practice
other legislation related to particular occupations and industries
international conventions in project management best practice

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Needs may be:

- outcome oriented, eg acquire something which will fulfil a perceived need or shortfall
- product oriented, eg acquire a new computer system or building
- improvement oriented, eg a better way of doing something
- activity oriented, eg stage a major sporting event

Project authorisation may be required only once or it may be required at a number of critical review points throughout the project . It may be in the form of a formal directive, project charter or statement of objectives which may include:

- broad details of required project outcomes and objectives
- major project phases, activities and milestones
- project manager's terms of reference, authorisations and limitations
- relationship between project objectives and strategic objectives of the organisation

Project deliverables may include all products and services defined within the project scope.

Scope may be comprehensively defined at the beginning of the project, or it may be progressively refined as the accuracy of information improves and understanding of the requirement is clarified

Scope may be expressed in a **scope statement** covering any measurable or observable elements which would demonstrate that the project purpose has been met.
Scope measurement factors may include:

- percentage operating or overhead cost reduction
- quantified performance or efficiency increase
- quantified revenue or market share increase
- other means of measurement

Scope definition may be expressed by clearly defined boundaries, such as:

- product breakdown structure (a cascade of products, sub-products, assemblies and components),
- organisation breakdown structure (a cascade of resource types, skill types or activities),
- work breakdown structure (a cascade of the products and work activities), and/or
- some other form which comprehensively defines products and activities

Scope management may include:

- progressive refinement of scope throughout project life cycle
- controlling scope creep, ie incremental increases to scope to accommodate wishes rather than needs, eg "nice to have"
- managing factors which influence changes to scope
- determining that a scope change has occurred or is about to occur
- managing scope changes when they occur
- managing the effect of scope changes on other areas and on achievement of project objectives

Change management system may include documentation, risk analysis, impact analysis, configuration management, change control boards and change orders for:

- major elements of the project liable to change, eg design, engineering, finance
- project documentation, including plans, schedules, statements, directives, guidelines and instructions
- formal agreements, eg contracts, sub-contracts, memoranda of understanding

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EVIDENCE GUIDE

Detailed knowledge and understanding of:

- the place of scope management in the context of the project life, particularly the relationship between scope, performance, time, cost and quality
- the processes of justification and authorisation of project existence
- the importance of scope definition especially during project start-up, and ongoing throughout the project life cycle
- the importance of, and techniques related to, task definition
- the impact of project resource requirements on overall organisational objectives
- the principles of change management and their application
- appropriate scope management methodologies, techniques and tools, their applicability, capabilities and limitations

Substantiating evidence may be:

- requirements definition and needs analysis documentation
- project charter/directive
- project manager's terms of reference
- project scope statement
- project definition studies
- work breakdown, product breakdown and organisation breakdown structures
- formal agreements, eg contracts, sub-contracts, memoranda of understanding
- records of management of change management system and procedures
- records of scope lessons learned

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UNIT BSX154L603: MANAGE TIME

Definition: Management of project time relates to the activities associated with development, analysis and control of project schedules. Meeting project objectives within the identified time frame is a critical factor in determining project success along with capability, cost and quality

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L603/03	Analyse time management outcomes	• Project outcomes are reviewed and analysed to determine the effectiveness of the schedule and time management processes Lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects
BSX154L603/02	Manage project schedules	• Mechanisms are developed, implemented and modified to monitor, control, record and report actual progress in relation to the agreed schedule and plans • Ongoing analysis is conducted to identify and forecast variances and trends and to develop responses to achieve project objectives throughout the project life cycle • Progress is reviewed and the schedule is refined throughout the project life cycle to ensure consistency with changing scope, objectives and constraints related to time and resource availability • Responses to perceived, potential or actual schedule changes are initiated and managed to achieve project objectives throughout the project life cycle
BSX154L603/01	Develop project schedules	• The duration and effort, sequence and dependencies of tasks are determined from the output of scope definition and with input from appropriate stakeholders, as the basis for the project schedule • Time management methods, techniques and tools are selected, modified as necessary and used to assess options, and determine preferred schedule, time management plans, resource allocation and financial requirements • Agreement to the schedule is formalised as appropriate and communicated to stakeholders as the basis for planning, implementation, review of progress and for subsequent schedule revision

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3

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Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:

- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:

- organisational policy and guidance
- the project management body of knowledge
- legislation affecting project management practice
- other legislation related to particular occupations and industries
- international conventions in project management best practice

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The individual may be responsible and accountable for the outcome of **time management activities** throughout the project life cycle which may:

- be done independently or by taking the lead in a team environment
- involve consultation with and selective involvement of appropriate project stakeholders
- involve the selection, modification and supervision of the use of appropriate time management methods, processes, procedures, tools and techniques
- be conducted substantially non-routinely to meet complex, changing circumstances
- take into account the impact of organisational and environmental change on the project and vice versa

Information to be drawn on may include:

- organisational policy and guidance
- the project management body of knowledge
- legislation affecting project management practice, particular occupations or industries
- international conventions in project management best practice

Time management tools and techniques may involve:

- use of personal experience and/or subject matter experts,
- conducting or directing qualitative and/or quantitative time analysis, such as schedule simulation, decision analysis, contingency planning, alternative strategy development
- collating and using the products of specialist time analysis to make project-wide time management decisions
- assessing and reporting the potential impact of project time on the organisation

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

Records may take the form of:

- lists of variances, trends and forecasts of potential schedule events
- Gantt, PERT and other scheduling charts
- diaries, incident logs, occurrence reports and other such documentation
- records of analysis, evaluation of options and selection processes
- records of responses, results and lessons learned
- project and/or organisation files and records

Processes may include:

- setting, monitoring and adjusting key milestones
- measurement and analysis of actual progress against planned milestones
- recording, reporting and analysis of major variance and trends
- development and implementation of schedule control trigger mechanisms
- communication with stakeholders, dispute resolution, and modification procedures

Time management plans may include: project schedule and sub-schedules, important milestones, preferred and alternative schedule management strategies and actions, formal arrangements, responsibility assignment, contingency plans and assigned schedule management responsibilities

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EVIDENCE GUIDE

Detailed knowledge and understanding of:

- the principles of project management and their application
- organisational policies, guidance and attitudes to time management
- the relationship between time, cost and resources to the project management framework
- delegation and management of responsibilities for time management
- development of project schedules
- use of the schedule as a control mechanism.
- appropriate time management and estimating methodologies, techniques and tools, their capabilities and limitations, applicability and outcomes
- the differences in work content, risk, processes, tools and techniques that apply in the various phases of the project life cycle

Substantiating evidence may be:

- application of lessons learned from previous project(s) in planning new project
- time management strategies
- time management analysis, forecasts and predictions
- project work breakdown structure
- key activity schedule
- application of precedence and dependency principles to task definition
- project schedule
- records of regular and ad hoc communication of schedules to stakeholders
- application of and modifications to monitoring, review and reporting mechanisms
- application of actual progress against planned progress
- records of corrective actions taken against variances in the project schedule
- records of lessons learned

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UNIT BSX154L604: MANAGE COST

Definition: Cost management includes the processes required to identify, analyse and refine project costs to produce a budget and is used as the principal mechanism to control project cost. Cost management is a factor critical to the success of the project, along with capability, time and quality

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L604/03	Manage financial completion	• Finalisation activities are managed to achieve integrated financial and physical project completion • Project outcomes are reviewed and analysed to determine the effectiveness of cost management systems • Lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects
BSX154L604/02	Manage project costs	• Cost management systems are developed and maintained to monitor actual expenditure and to control costs throughout the project life cycle • Analysis is conducted, options are evaluated and responses to cost variations are implemented to maintain control over changing financial and overall project objectives throughout the project life cycle • Internal and external influences on project costs are monitored to forecast, and if necessary seek approval from higher project authority for, major changes to approved project budget
BSX154L604/01	Develop project budget	• Resource requirements for individual tasks are determined, in consultation with appropriate stakeholders, to provide a basis for attributing expenditure • Project costs are estimated to enable budgets and cost management processes to be developed at an appropriate level throughout the project life cycle • Cost strategies and cost management plans are developed, communicated and implemented to ensure clarity of understanding and ongoing management of project finances

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

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RANGE OF VARIABLES

Higher project authorities may be:
- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:
- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:
- organisational policy and guidance
- the project management body of knowledge
- legislation affecting project management practice
- other legislation related to particular occupations and industries
- international conventions in project management best practice

The individual may be responsible and accountable for the outcome of **cost management activities** throughout the project life cycle which may:

- be done independently or by taking the lead in a team environment
- involve consultation with and selective involvement of appropriate project stakeholders
- involve the selection, modification and supervision of the use of appropriate time management methods, processes, procedures, tools and techniques
- be conducted substantially non-routinely to meet complex, changing circumstances
- take into account the impact of organisational and environmental change on the project and vice versa

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Financial management processes and procedures may include:

- approval processes
- financial authorisations/delegations
- invoice procedures
- audit and review
- communication, reports and briefs

Accuracy of cost estimates may take account of:

- the stage of the project life cycle
- the availability of information at the time
- contingency to allow for identified risks and uncertainty
- overhead and profit margin
- government regulations/ industry codes of practice /organisational influences

Finalisation activities may include:

- transition of responsibility/ownership of project deliverables/products
- transfer of assets to the client or originating owner
- warranty requirements
- final audit/reconciliation
- settling of financial liabilities
- close-out of account codes and other financial documentation

Cost management may require the application of personal judgement, the modification of methodologies and procedures and the direction of subject matter experts and others to manage routine and non-routine activities such as:

- cost modelling and estimating
- financial analysis, eg benefit-cost analysis, cash flow analysis, earned value analysis
- obligation and expenditure forecasting and long term planning
- obtaining and revising financial delegations and authorisations
- progress and financial change management

Records may take the form of:

- records of potential and actual costs
- financial summaries
- budgets, commitment and expenditure
- cost management plans
- reports to higher authority
- financial charts and graphs
- project and/or organisation files and records
- cost management lessons learned

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EVIDENCE GUIDE

Detailed knowledge and understanding of:

- the principles of project management and their application
- organisational policies, guidance and attitudes to cost management
- the relationship of cost, time and resources to the project management framework
- delegation and management of responsibilities for cost management
- development of project budgets
- use of the budget as a control mechanism
- appropriate cost management and estimating methodologies, techniques and tools, their capabilities and limitations, applicability and outcomes
- the differences in work content, risk, processes, tools and techniques that apply in the various phases of the project life cycle

Substantiating evidence may be:

- application of lessons learned from previous project(s) in planning new project
- cost estimates at cost element and summary levels
- cost management plans, strategies, analysis, forecasts and predictions
- cost breakdown structures
- financial feasibility studies
- project budgets and expenditure forecasts
- cash flow profiles
- records of analysis of financial variance and trends and remedial actions
- financial transition plans
- budget control mechanisms
- records of clearance of project liabilities and disposal of project assets
- project finalisation reports
- records of cost management lessons learned
- financial audit documentation

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UNIT BSX154L605: MANAGE QUALITY

Definition: Quality is a factor critical to success of the project along with capability, cost and time. Project quality management comprises the activities required to optimise the quality policy and the processes of the project. Quality management applies objective standards and processes to achieve the largely subjective goal of customer satisfaction through the continuous application of quality planning, quality control, quality assurance and continuous improvement throughout the project life-cycle

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L605/03	Improve project quality	• The quality management system is reviewed and modified continually throughout the project life cycle to ensure project team commitment to continuous improvement of quality processes and outcomes • Project outcomes are reviewed and analysed against performance criteria to determine the effectiveness of the quality management system • Quality management improvements and lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects
BSX154L605/02	Manage quality assurance	• Results of project activities and product performance are analysed to determine compliance with agreed quality standards throughout the project life cycle • Causes of unsatisfactory results are identified, in consultation with clients and stakeholders, and appropriate actions are initiated to enable continuous improvement in quality outcomes • Inspections of quality processes are initiated and results are analysed to determine compliance of quality standards with overall quality objectives • A quality management system is developed and maintained to enable effective management and communication of quality issues and outcomes
BSX154L605/01	Develop quality requirements	• Quality objectives, standards, levels and criteria are established in consultation with stakeholders, to establish the basis for quality outcomes • Quality management methods, techniques and tools are selected, modified as necessary and used to assess options and determine the preferred mix of quality, capability, cost and time • Quality criteria are identified and communicated to stakeholders to ensure clarity of understanding and achievement of quality and overall project objectives • Quality requirements are developed in consultation with stakeholders, included in quality and other project plans, communicated and implemented as basis for performance measurement

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Solving problems	3
Using mathematical ideas and techniques	3

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:

- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:

- organisational policy and guidance
- the project management body of knowledge

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- legislation affecting project management practice
- other legislation related to particular occupations and industries
- international conventions in project management best practice

The individual may be responsible and accountable for the outcome of quality management activities throughout the project life cycle which may:

- be done independently or by taking the lead in a team environment
- involve consultation with and selective involvement of appropriate project stakeholders
- involve the selection, modification and supervision of the use of appropriate quality management methods, processes, procedures, tools and techniques
- be conducted substantially non-routinely to meet complex, changing circumstances
- take into account the impact of organisational and environmental change on the project and vice versa

Information to be drawn on may include:

- organisation policy and guidance
- the project management body of knowledge
- Australian and international quality standards
- legislation affecting quality management
- other legislation related to particular occupations and industries
- international conventions in project management best practice

Quality Management Systems may be based on ISO 9000 Series or they may be designed to meet the specific needs of the project

Quality Management Plans may include processes, authorisations and responsibilities for quality control, quality assurance, continuous improvement, communications and responsibilities. They may also contain quality policies, critical success factors, measurement criteria, QM documentation requirements, and inspection, audit, report and review procedures.

Quality objectives may be determined in consultation with the client and other stakeholders, in an environment of scarcity, involving a process of prioritisation and trade-off between cost, schedule, performance and quality which may impact upon customer satisfaction. Changing needs and wishes of clients throughout the project life cycle may require regular revision and modification of project and quality objectives

Quality standards may be selected from:

- ISO 9000 Series guidelines
- government regulations (eg Trade Practices Acts, Environment Protection Acts)
- industry standards, regulations and work practices
- organisation and project standards
- client organisation standards

Project quality standards may be determined in an environment of conflict and/or uncertainty, caused by:

- contradictions and/or differences between standards
- areas of deficiency in all standards
- outdated standards eg in areas of rapid change such as communications, computing
- conflicting government (international, national, state or local) requirements

Areas of conflict or uncertainty may be documented, assessed and decisions reflected in the quality management plan or other project plans, such as risk or cost.

Quality Control activities may range from managing conformance monitoring by internal or external agents, analysing variances with specifications, eliminating causes of unsatisfactory performance of products or processes. Activities

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may include review of standards to determine achievability and cost-effectiveness, or whether standards may need to be modified

Quality Assurance activities may include inspections and audits in compliance with quality control guidelines.

Quality improvement may be achieved by formal practices such as total quality management or continuous improvement or by less formal processes which improve both the product quality and processes of the project, eg client surveys to determine client satisfaction with project team performance

EVIDENCE GUIDE

Detailed knowledge and understanding of:

- the principles of quality management and their application
- the need for quality management in the project and its place in the overall organisation
- the importance of quality in trade-offs with time, cost and performance
- quality policies and standards applicable in the project management environment
- quality management tools, including their capabilities, limitations, applicability and outcomes
- what are quality outcomes, critical success and failure criteria and quality performance measures

Substantiating evidence may be:

- lists of project quality stakeholders and quality objectives
- records of selection processes and use of quality tools
- quality management plans
- records of inspections, modifications and quality outcomes
- records of selection, management and modifications of quality management system
- quality control, quality assurance and continuous improvement processes
- documentation of quality management lessons learned
- relation of project quality outcomes to the continuous improvement objectives of the organisation's overall quality management system

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UNIT BSX154L606: MANAGE HUMAN RESOURCES

Definition: Project human resource management (HRM) involves the development of individuals and sub-teams into a cohesive project unit with the common purpose of meeting project objectives. Human resource management includes determining the resources required to manage project tasks, both within the core project team and the broader organisational matrix. Staff recruitment, selection, training and development is conducted to accommodate change throughout the project life-cycle.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L606/03	Lead the project team	• A system of continuous improvement of staff is managed to improve staff and overall project effectiveness • Internal and external influences on individual and team performance and morale are analysed and actions are taken to reduce the impact on project effectiveness • Procedures for interpersonal communication, counselling and conflict resolution are established and maintained to promote a positive working environment • Intra-organisational, inter-project and intra-project conflict is identified and positively managed to maximise achievement of project objectives • HRM lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects
BSX154L606/02	Manage staff performance	• Individuals' responsibilities, authority and personal performance measurement criteria are agreed to ensure clarity of understanding of the work and to provide a basis for ongoing assessment • Ongoing development and training of project team members is identified, planned and implemented to achieve HRM and overall project objectives • Individuals' performance is measured against agreed criteria and actions are initiated to overcome shortfalls in performance and encourage career progression
BSX154L606/01	Manage project organisation and staffing	• Resource requirements for individual tasks are determined, in consultation with appropriate stakeholders, to establish a basis for determining project staffing levels and competencies • Project organisation and structure is developed and agreed with higher authority to optimise alignment of individual and group competencies with project tasks • Staff are recruited, allocated to and within the project or reallocated within the organisation, as agreed with higher project authority, to meet competency requirements throughout the project life cycle • HRM methods, techniques and tools are selected, modified as necessary and used to develop a HRM system and HRM plans to ensure clarity of understanding and ongoing HR management

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3

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Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:

- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:

- organisational policy and guidance
- the project management body of knowledge
- legislation affecting project management practice
- other legislation related to particular occupations and industries
- international conventions in project management best practice

Project organisation and staffing may be affected by external influences such as:

- anti-discrimination
- equal employment opportunity

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- affirmative action
- occupational health and safety
- work place bargaining
- accepted work practices

Project staff may come from:

- within the organisation
- loan staff from other projects
- consultants
- external authorities, eg auditors, quality assurance

HRM methods, techniques and tools may include:

- individual and group competency identification and development
- HRM forecasts, staffing plans and job descriptions
- staff recruitment and reallocation
- performance monitoring, assessment and reporting
- conflict resolution

HRM development and training may be formal or informal, and may include:

- project management
- general management
- project administration, eg computer applications, filing systems etc
- specialist/professional skills and career progression
- interpersonal communications
- team building and group activities

EVIDENCE GUIDE

Detailed knowledge and understanding of:

- the importance of human resource management in the project management environment
- policies, standards and methods required to achieve HRM outcomes
- the use of HRM selection, assignment, training, performance evaluation and motivation tools, including their capabilities, limitations, applicability and outcomes
- the conflict and stress issues associated with individuals tasked with project management, especially within a human resource matrix management environment
- HRM outcomes, critical success and failure criteria and HRM performance measures
- the application of interpersonal skills
- assessment of interpersonal strengths and weaknesses
- application of relevant strategies, eg leadership, decision making, group dynamics, change management, learning/coaching.
- the differences in work content, processes and risk that affect HRM requirements in the various phases of the project life cycle

Substantiating evidence may be:

- current and future requirements for competency within the project team
- staffing levels and competencies related to task
- job descriptions including measures of performance
- project organisation charts
- staff recruitment and selection criteria
- team and individual responsibilities, levels of authority and performance assessment criteria
- responsibility assignment matrix
- HRM system, including performance measurement and reporting and conflict resolution procedures
- HRM plans, including training and development plans
- records of analysis of internal and external influences on HRM performance
- HRM lessons learned.

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UNIT BSX154L607: MANAGE COMMUNICATIONS

Definition: Project communications management provides a critical link between people, ideas and information at all stages in the project life-cycle. Project communications management ensures the timely and appropriate generation, collection, dissemination, storage and disposition of project information via formal structures and processes to aid in decision making, and the control of informal communication networks to aid the achievement of project objectives.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L607/04	Analyse communications management outcomes	• Finalisation activities are managed to ensure ownership of and responsibility for information is clearly understood and achieved • Project outcomes are reviewed and analysed to determine the effectiveness of management information and communications systems • Lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects
BSX154L607/03	Manage communications	• Formal and informal communication networks between project, client and other stakeholders are developed and managed to ensure effective communications at appropriate levels throughout the project life cycle • Potential, perceived and actual problems with communication and management information systems are identified and remedial actions are initiated to ensure project objectives are met • Customer relationships are managed to ensure clarity of understanding of objectives and to minimise conflict throughout the project life cycle
BSX154L607/02	Manage project information	• The generation, gathering, storage, retrieval, analysis and dissemination of information by project staff and stakeholders is managed to improve decision making processes and the communications management system throughout the project life cycle • Information validation processes are developed, managed and modified to ensure consistent quality and accuracy of data
BSX154L607/01	Plan project communications	• Information requirements are identified, documented and analysed, in consultation with appropriate stakeholders, as the basis for communications planning • Communications management plans and strategies are developed and managed to ensure clarity of understanding and achievement of project objectives throughout the project life cycle • Project management information system, structure and procedures are developed to maintain the quality, validity, timeliness and integrity of information and communication

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3

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Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3

RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:

- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:

- organisational policy and guidance
- the project management body of knowledge
- legislation affecting project management practice
- other legislation related to particular occupations and industries
- international conventions in project management best practice

The individual may be responsible and accountable for the outcome of **communications management activities** throughout the project life cycle which may:

- be done independently or by taking the lead in a team environment
- involve consultation with and selective involvement of appropriate project stakeholders

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- involve the selection, modification and supervision of appropriate communications management methods, processes, procedures and tools
- be conducted substantially non-routinely to meet complex, changing circumstances
- take into account the impact of organisational and environmental change on the project and vice versa

Informal communication may be: within the project, across the organisation, with external stakeholders, with the client and/or with the general public. The individual may communicate directly or monitor and control communication between project team members and the client and/or stakeholders

Formal communication may be conducted by the individual on behalf of the project or organisation to: seek advice, inform, explain, discuss, warn, recommend, praise, summarise, or report to higher project authorities, project team members, stakeholders, the client or the public, regularly or by exception

Project Management Information Systems (PMIS) range from complex computer-based systems to simple manual systems. Selection and modification may be dependent on unique project circumstances which may be influenced by:

- organisational policy
- project complexity
- available/emerging technology
- financial constraints
- legal/ethical constraints
- user capabilities

PMIS may include:

- networks structure, processes and procedures for storage and communication of information
- individual and group authority and responsibilities
- hierarchy of decision making responsibility/authority
- limitations and restrictions on subject matter and methods of communication
- types, responsibilities, distribution and regularity of reports, as well as follow-up procedures

Validation of information may be influenced by:

- age of the information
- level of detail of information (too much or too little)
- language (translated or converted data may need special attention)
- changes to standards, regulations or limits since information was compiled
- degree of exposure to mis-information and dis-information
- potential impact of the information on the project outcome
- cost of the validation process

EVIDENCE GUIDE

Detailed knowledge and understanding of:

- the principles of communications management and their application
- the importance of communications at all levels and at all times in the project life cycle and its relationship with other project management functions
- establishment and maintenance of structured communication networks in a rapidly evolving technological environment involving computer-based, interpersonal and media-based methods of communication
- appropriate communication management technologies; their capabilities, limitations, applicability and contribution to project outcomes
- drafting or delegating others to draft, vetting, endorsing and forwarding of reports to higher authority

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Substantiating evidence may be:

- communications management plans and strategies
- project management information system
- progress reports upwards and downwards within project and organisation
- records of meetings, outcomes and actions
- formal briefs, presentations, media releases, newsletters
- records of collection, validation, storage, retrieval, analysis and/or dissemination of information
- validation processes and post-validation modifications
- formal and informal communication networks
- records of communications problems, analysis and solutions
- records of communications management lessons learned

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UNIT BSX154L608: MANAGE RISK

Definition: Risks are factors which might adversely affect project outcomes. Risk management includes the processes concerned with identifying, analysing and responding to uncertainty. It also includes maximising the results of positive events and minimising the consequences of adverse events. The risk management process is completed through review of the plan and recording of lessons learned

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX154L608/03	Assess risk management outcomes	• Project outcomes are reviewed and analysed to assess the effectiveness of the risk management system • Lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects
BSX154L608/02	Manage project risk	• Project is managed in accordance with agreed project and risk management plans to ensure common approach to achievement of objectives • Progress is reviewed, variance is analysed and risk responses are initiated to achieve project objectives with minimal disruption and conflict in a changing environment • Internal and external risks to project outcomes are monitored and remedial actions are initiated to achieve project objectives, or if necessary, to modify project objectives
BSX154L608/01	Plan risk management	• Potential, perceived and actual risk events are identified, documented and analysed, in consultation with appropriate stakeholders, as the basis for risk management planning • Risk management methods techniques and tools are selected and modified as necessary to analyse information, evaluate options and determine preferred risk approaches within the overall project environment • Risk management plans and strategies are developed, communicated to the client and appropriate stakeholders and managed, to ensure clarity of understanding and achievement of project objectives throughout the project life cycle • Risk management system is developed and maintained to enable effective management and communication of risk events, responses and results to stakeholders

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3

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RANGE OF VARIABLES

Higher project authorities may be:

- the client/customer
- other personnel within the project/organisation designated specific authority over certain aspects of the project
- the program manager
- higher management within the organisation
- external authorities with a direct influence on project outcomes, such as legislative, industrial relations, environmental, financial and other regulatory bodies

Stakeholders may be from: within the project, other projects affected, the parent organisation, the client/customer, and other external organisations such as government departments, professional institutions and public organisations affected by the project

The **client** is the authority, or are the authorities, for whom the project is being undertaken. The client may be internal or external to the organisation. The client may be the customer, the owner, the sponsoring authority in the case of projects where a contract does not exist, or it may be an authority specifically designated as the client.

Communication Advice and assistance may be received from other project/program managers, departmental heads and/or specialists within the organisation. Advice and assistance may be provided to project team members, section leaders, other projects and/or organisation members

The **project life cycle** starts at the time that a project is conceived and completes when the desired outcomes have been achieved.

The nine functions of project management are:

- integration
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Information to be drawn on may include:

- organisational policy and guidance
- the project management body of knowledge
- legislation affecting project management practice
- other legislation related to particular occupations and industries
- international conventions in project management best practice

The individual may be responsible and accountable for the outcome of **risk management activities** throughout the project life cycle which may:

- be done independently or by taking the lead in a team environment
- involve consultation with and selective involvement of appropriate project stakeholders
- involve the selection, modification and supervision of the use of appropriate procurement management methods, processes, procedures, tools and techniques
- be conducted substantially non-routinely to meet complex, changing circumstances
- take into account the impact of organisational and environmental change on the project and vice versa

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Risk management tools and techniques may involve:

- calling upon personal experience and/or subject matter experts,
- conducting or directing qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning, alternative strategy development
- collating and using the products of specialist risk analysis to make project-wide risk management decisions
- assessing and reporting the potential impact of project risk on the organisation

Risk management plans may include: potential risk events, preferred and alternative risk management strategies and actions, formal arrangements, responsibility assignment, contingency plans and assigned risk responsibilities.

Risk management strategies may include acceptance, avoidance or minimisation

EVIDENCE GUIDE

Detailed knowledge and understanding of:

- uncertainty and the means of measurement
- organisational policies, guidance and attitudes to risk management
- personal attitudes to uncertainty and risk, and how they might impact on the project's and organisations approach to risk management
- the place of risk management in the context of the project life cycle and other project management functions
- appropriate risk management methodologies, their capabilities, limitations, applicability and outcomes
- the differences in work content, risk, processes, tools and techniques that apply in the various phases of the project life cycle

Substantiating evidence may be:

- records of risk management lessons learned and application in other projects
- collated lists of potential risk events
- records of identification and prioritisation of risk events
- detailed records of risk analysis, forecasts and predictions and reappraisal
- risk management plans
- details of development and management of risk management system
- details of modifications to risk management system, plans and procedures
- documentation of formal risk management arrangements eg contract
- risk management lessons learned

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Local Government Training Package

Property-Spatial Information

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT 02121522: CONTROL AND MONITOR THE SPATIAL COMPONENTS OF THE PROJECT

This unit describes the activities involved in controlling and monitoring the spatial components of projects

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121522/01	Plan the task	• Design is interpreted to identify spatial components to be controlled or monitored • Design is checked for internal consistencies • Stakeholders are identified and contacted according to organisation's guidelines • Project resources are identified and obtained • Pertinent legal and statutory requirements and standards are researched, considered and adhered to
02121522/02	Execute the task	• The identified spatial components are accurately measured • Measured spatial data is reduced to project spatial reference system for comparison against design • The impact of contingencies are effectively managed • Measurements are validated and recorded in accordance with the project specifications • Checks are completed according to requirements
02121522/03	Finalise the task	• Results are documented in accordance with project specifications • Relevant parties are informed of the results according to organisation's guidelines • Spatial data is archived according to project specifications

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	1

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RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Spatial components may include position, dimension, height, direction, depth, slope, volume, flow rates.
- Stakeholders may include client, client representatives, government authorities, community groups, engineers, architects, contractors.
- Measurement may include use of theodolite, EDM, GPS, tape, level, photogrammetry, remote sensing, tide gauge, current meter, echo sounder.
- Design may be represented by hard copy plans or maps or digital information.
- Contingencies may include equipment failure, observation errors, movement, weather, injury, obstructions

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

Demonstrated ability to ensure that accuracy has been achieved and that non conformity aspects are recorded and reported. In particular:

- Ability to access and interpret design information so as to identify the components to be measured and monitored
- Ability to plan resources
- Ability to perform measurements
- Evidence of competency in contingency management
- Evidence of competency in documentation and reporting
- Ability in spatial data reduction and manipulation

Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.

Underpinning knowledge

- Measurement techniques
- Knowledge of guidelines of the project
- Knowledge of OH&S
- Understanding of accuracy and precision requirements
- Limitations of equipment, measuring and analysis guidelines
- Knowledge of project reporting guidelines
- Knowledge of spatial reference systems
- Knowledge of spatial data reduction and manipulation techniques
- Knowledge of risk management principles
- Organisation policies and guidelines

Underpinning skills

- Information management
- Communication
- Analysis
- Problem solving
- Project planning
- Negotiation skills
- Use of measuring equipment

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Concurrent units
Assessment of this unit may be undertaken concurrently with:

- Unit 2 Determine spatial data requirements
- Unit 3 Plan spatial data collection
- Unit 7 Capture new data
- Unit 16 Store and retrieve spatial data
- Unit 18 Produce project deliverables
- Unit 21 Finalise and present project deliverables to the client

Resources Implications
This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Design
- Project resources
- Stakeholders
- Organisation policies and guidelines
- Access to relevant resource personnel
- Relevant legal and statutory documentation

Context of assessment
Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 02121518: PRODUCE PROJECT DELIVERABLES

This unit applies to the delivery of a product or service to meet **client** requirements

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121518/01	Accept the task	• Project deliverables are clarified to determine parameters of the task • Production documentation is initiated in accordance with organisation's guidelines
02121518/02	Develop the production plan	• A production plan is developed according to organisation 's guidelines • Resources, equipment and materials required are determined and organised in consultation with appropriate stakeholders and based on the work instruction • Relevant personnel are informed of their involvement with the project and specific responsibilities are communicated to ensure clarity of understanding of the work and to provide a basis for ongoing assessment • Relevant legal, statutory and industry standards are considered and planned for
02121518/03	Implement and complete the process	• Strategies for accessing resources and equipment are implemented based on the project plan and organisation's guidelines • Mechanisms are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans • Checking procedures are followed to ensure work accords with organisation quality assurance standards and with job specification • All checking guidelines are undertaken to ensure work accords with organisation quality assurance standards and with job specification • Financial management guidelines and processes are implemented to monitor actual expenditure and to control costs • Production process is amended to cater for any irregularities or breakdowns in production • Production documentation is completed in accordance with organisation's guidelines and any relevant legislative requirements • Product is checked to ensure it meets specifications

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Project deliverables may include reports, maps, formats of electronic data, advice, recommendations, designs, models, charts, plans, photographs, placement of marks, digital data, delivery mechanism.
- Project objectives and activities may include details of deliverables, scope of the work, key activities and timelines, budget.
- Production may involve spatial data access, spatial data integration, manual entry, spatial data editing, preparation of maps or plans, enhancements.
- Stakeholders may include management, other team members, suppliers of equipment and material, client or client representatives.
- Legal, statutory and industry standards may include OH&S, duty of care, industry standards of practice, relevant environmental protection legislation, contractual obligations, copyright.
- Quality Assurance standards may cover accuracy required, completeness, operating guidelines.
- Production Documentation may include production reports, contingency reports, completed dispatch records, checklists.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program

Critical Aspects of Evidence to be considered:

Demonstrated ability to co-ordinate resources, equipment and personnel to achieve specified outcomes in a timely and efficient manner.
Evidence is best gathered through a holistic assessment activity which integrates the elements of competency

Underpinning knowledge

- Business practices
- Management and administration
- Process of production creation

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- A range of organisation spatial information products which may include plan or map, in digital or hard copy
- Resource planning and costing
- Knowledge of spatial relationships
- Knowledge of spatial reference systems
- Knowledge of spatial data capture methodologies
- Existing spatial data sets and spatial data set sources
- Organisation policies and guidelines
- Relevant legislative, statutory and industry requirements and standards

Underpinning skills

- Project management
- Production planning and management
- Resources management
- Negotiation
- Report writing
- Record keeping
- Human resource management
- Presentation skills

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used, then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Project objectives
- Production resources equipment and material
- Production personnel
- Production environment
- Production documentation
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 02121516: STORE AND RETRIEVE SPATIAL DATA

This unit describes activities involved in storing and retrieving data from a range of storage media including digital or hard copy storage

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121516/01	Store spatial data	• Data index is created to assist in retrieval and storage according to organisation's, spatial data and legal requirements • Data is recorded in index according to organisation's guidelines • Index is validated to organisation or spatial data requirements • Spatial data is backed up according to organisation's requirements • Spatial data is stored securely in accordance with organisation's requirement • Distribution method is determined to ensure that the most current data is available
02121516/02	Access and retrieve spatial data	• Indexing system is used to locate spatial data source • Where necessary spatial data is translated into required format
02121516/03	Manage contingencies	• All reasonable contingencies are considered in the development of a risk management plan • When necessary, contingencies plans are implemented

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Planning and organising activities	2
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Index may be hardcopy or digital format.
- Method of storage may include hard copy, digital.
- Distribution Method is network access to an authoritative data source which can be stored in a digital or hard copy form.
- Contingency plans may include offsite storage, fireproof storage, duplicates, storage in different media, insurance, media and formats becoming outdated.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

Demonstrated ability to create and maintain a storage and index system.
The assessment should also include

- evidence of a workable index system being created
- evidence of competency in spatial data retrieval
- evidence of competency in dealing with contingencies
- evidence of data security and backup measures

Evidence is best gathered through a holistic assessment activity which integrates the elements of competency.

Underpinning knowledge

- Knowledge of current indexing systems
- Understanding of storage media
- Understanding of reference systems and their relationship to each other
- Classification systems, processes and products linked to specification
- Understanding of spatial data formats
- Computer networks
- Corporate IT database environment
- Spatial data structure requirements
- Spatial data management practices
- Organisation policies and guidelines
- Network and security guidelines
- Risk management principles as applied to spatial data storage
- OH&S
- Industry practice
- Data retrieval methods, querying and browsing

Underpinning skills

- Information management skills
- Communication
- Computer Networking
- Analysis
- Problem solving

Consistency of performance

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

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Interdependent assessment of units
This unit may be assessed in conjunction with Unit No 8 Obtain and Validate Existing Spatial Data Sets.

Resources Implications
This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used, then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Spatial data storage facilities
- Organisation policies and guidelines
- Relevant legal and statutory documentation

Context of assessment
Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 02121515: MAINTAIN SPATIAL DATA

This unit covers the cycle of spatial data maintenance, including updating, backups, recovery and archiving

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121515/01	Confirm reliability of the spatial data	• Spatial data updates are accessed to ensure currency and relevance • Spatial data is checked and edited to ensure it is in acceptable format • Spatial data is reviewed for compatibility and to ensure it meets specification • Updates are recorded according to organisation's guidelines • Integrity and consistency of data is maintained
02121515/02	Replace data	• Spatial data is amended and replaced according to changes identified and organisation's requirements • Existing data is adjusted to integrate with new data as appropriate • Existing data is adjusted to integrate with new data as appropriate • Spatial data sets are tested and validated to ensure integrity and quality • Documentation is amended and updated according to organisation's standards
02121515/03	Carry out data backup and recovery	• Data backups are implemented to ensure copies of data are accessible in contingency situations • Backup system is tested to ensure it can be retrieved
02121515/04	Archive data	• Spatial data set to be archived is manipulated where necessary to ensure completeness • Metadata is created according to accepted industry standards • New and existing spatial data is stored in a secure environment and according to organisation's guidelines • Archival details are recorded according to organisation's guidelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2

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Planning and organising activities	2
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Spatial data can be digital or hard copy.
- Updates may include changed or new information, incremental or full updates, spatial or attribute or both.
- Acceptable Format means that the information is in a readable form consistent with the information technology available.
- Documentation may include metadata, organisation indexes and/or spatial data files .
- Metadata is summarised information about a spatial dataset that describes the characteristics of the dataset, including source, availability, quality, spatial data acquisition methodologies, conditions of use, coordinate system, date, currency.
- Manipulation may include addition, subtraction, error tolerance testing.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

It is essential that competence is demonstrated in the full cycle of spatial data maintenance, including updating, backups, and recovery and archiving.
The assessment should also include demonstrated capacity to make qualitative judgements about new and existing spatial data.

Underpinning Knowledge

- The use, capability and limitations of spatial data storage systems
- Computer operating systems
- Spatial data maintenance systems
- Relevant spatial data maintenance/acquisition processes
- Organisation policies and guidelines regarding spatial data maintenance
- Security management guidelines
- OH&S legislation
- Spatial information technologies
- Relational database
- Coordinate reference systems
- Accepted industry metadata standards including positional accuracy, currency, coordinate system, metric system, lineage and source.

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- Map projections
- Spatial data input technologies including digitising, scanning, remote sensing and satellite imagery
- Spatial data output and distribution technologies including scripting, query language, macro development, graphic interfaces, networks and remote access

Underpinning Skills

- Information management skills
- Problem solving
- Ability to interpret technical manuals
- Use of relevant software/hardware
- Ability to verify reliability
- Project management
- Policy and guidelines development
- Administration skills

Consistency of performance
In order to ensure consistency of performance, evidence shall be collected over a period of time.

Interdependent assessment of units
This unit may be assessed with Unit 16 Store and Retrieve Spatial Data.

Resources Implications
This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used, then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Existing spatial data and data updates
- Organisation policies and guidelines

Context of assessment
Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 02121514: INTEGRATE SPATIAL DATA SETS

This unit describes the activities involved in integrating spatial data sets including linking spatial, aspatial and attribute data for the purpose of providing spatially referenced information

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121514/01	Confirm task	• Client specifications are analysed to determine specific needs and outcomes • Where necessary, requirements for spatial data and constraints are identified through further consultation with supervisor and/or client and outcomes are recorded in accordance with organisation's guidelines
02121514/02	Obtain spatial and attribute data	• Sources are determined using relevant metadata and consistent with specification • Data is obtained in accordance with organisation's guidelines • Data is checked for integrity and quality • Geographic coverage is assessed for completeness • A metadata set is compiled based on sourced spatial data • Exceptions reports are referred to relevant personnel
02121514/03	Create resultant spatial data set	• Filtering parameters are established according to scientific accuracy, redundancy, client and organisation's requirements • Spatial data is translated into a format which satisfies specifications • Spatial data sets are populated with edited spatial data according to organisation's requirements • Spatial and attribute data are linked in accordance with specification and industry standards
02121514/04	Link spatial and attribute data	• The intended use and requirements for the linked data are determined • The method required for referencing the location of the attribute data is identified • The linking of the spatial and attribute data is completed in accordance with the specification • Spatial queries are carried out via the spatial data to access the attribute data
02121514/05	Test and validate spatial data sets	• Test queries are determined and implemented to ensure spatial data sets meet specifications • Spatial data is checked to ensure correctness of links • An exception report is developed according to organisation's guidelines and reported back to relevant personnel • All relevant documentation is completed according to organisation requirements

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- Quality and useability are ensured according to organisation's requirements

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Client specifications are a description of the outputs and may be a contract, a memo, written instructions, tender brief, verbal instructions.
- Constraints may be due to time, money, resource availability, environmental factors, scale, datum, coverage, legal statutory or industry requirements.
- Metadata may include information on accuracy, currency, lineage, custodianship.
- Filtering parameters may include geographic location, attribute range and accuracy.
- Spatial data sets may be digital, hard copy, image, text or vector, propriety standards.
- Aspatial Data is data without a spatial component.
- Attributes are additional descriptions of the entity.
- Format may be digital, hard copy, image, text, vector.
- Test Queries is a model set of questions with known answers.
- Exception report includes information on non-conforming items that require attention by other functions.
- Relevant documentation may include final report, correspondence with client, records of conversation, organisation work activity sheets.

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EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program

Critical Aspects of Evidence to be considered:

Demonstrated ability to use the project specification to develop the parameters for linking two or more sets of data to create a resultant data set and to measure outcomes against specifications to identify and record correctness and exceptions.

Underpinning knowledge

- Understanding of meta data
- Understanding of reference systems and their relationship to each other
- Classification systems, processes and products
- Knowledge of precision and accuracy in relation to spatial information
- Understanding of the principles of spatial data acquisition (photogrammetry, remote sensing, terrestrial survey, hydrography)
- Understanding of spatial data formats
- Spatial data structure requirements
- Spatial data management practices
- Spatial database operation
- Spatial data handling
- Spatial and attribute data set structure
- Organisation policies and guidelines
- Security management guidelines
- OH&S
- Industry standards
- Implementing quality guidelines

Underpinning skills

- Research skills in accessing sources of spatial data
- Spatial data processing skills
- Error analysis skills
- Computer skills

Consistency of performance

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Client specification
- Spatial and attribute data
- Organisation policies and guidelines
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 02121512: TRANSFER PERSONNEL AND LOADS

This unit involves the use of light vehicles, including boats, to transfer personnel and loads

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121512/01	Maintain awareness of conditions in work area	• Traffic flow and work area conditions are constantly monitored and anticipated to allow safe operations and ensure no injury to people, or damage to equipment, loads or facilities • Any occurrence in the work area which may affect the safety and efficiency of operations is reported to the appropriate authority
02121512/02	Manage load	• Loading is located and identified according to instructions from relevant personnel • Loading and unloading plans are followed to ensure efficiency and safety of operations • Characteristics of the load are taken into account to ensure that where applicable, appropriate attachments are used to transport the load
02121512/03	Manage vehicle efficiency	• Vehicle is managed to ensure efficiency of vehicle movement, economy of vehicle operations and minimal damage • Any faults or damage are promptly reported to the appropriate authority

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Awareness of the traffic flow and work area conditions may need to take into account surface conditions of the work area, degree of visibility, weather conditions, other traffic, obstacles, site and nature of loads
- Loading and unloading plans may include information on size, shape, weight and nature of load
- Load characteristics are identified for operations which include lifting, carrying, lowering down and setting down a load, and loading and unloading a vehicle
- Vehicles may include boats, cars, light trucks, two and four wheel drive vehicles with or without trailers

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

It is essential that competence be demonstrated in operating a vehicle safely on a variety of travelling surfaces and weather conditions whilst transporting personnel and/or loads
Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.

Underpinning knowledge

- Safety requirements
- Statutory requirements for the operation of vehicles
- The characteristics, capabilities and limitations of equipment
- Types of hazardous material and special handling procedures
- Requirements for parking and securing the vehicle

Underpinning skills

- Drive a range of vehicles safely
- Operate four wheel drive vehicles in "off-road" conditions

Consistency of performance

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A range of vehicles
- A simulated or real environment
- Organisation guidelines

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 02121511: SELECT, OPERATE AND MAINTAIN EQUIPMENT AND SUPPLIES

This unit covers the organisation, operation and maintenance of equipment and supplies

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121511/01	Prepare for the task	• Requirements for the task are clarified with appropriate personnel • Equipment and supplies are selected according to the task requirements • Equipment is checked to ensure it is in safe working order • Where appropriate, transport of equipment and supplies is provided
02121511/02	Use equipment	• Appropriate equipment is operated according to the task requirements and in accordance with the manufacturer's specifications • All safety requirements are adhered to before, during and after use • Data is recorded correctly and in accordance with specifications
02121511/03	Maintain equipment	• Operational maintenance of equipment is undertaken according to organisational guidelines • Repair work is organised for unsafe or faulty equipment • Tools and equipment are stored safely in appropriate location and according to manufacturer's specifications • Equipment maintenance plan is maintained

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Equipment and supplies may include measuring instruments, tools, vehicles, PC based digitising board, data recording equipment and any materials relevant to duties.
- Operational maintenance tasks may include cleaning, lubricating, tightening, adjusting, simple repair.
- Appropriate personnel may include supervisor, party leader
- Equipment maintenance plan is a schedule of regular checks and maintenance of tools and equipment.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

It is essential that competence be demonstrated in operating and maintaining appropriate equipment and supplies for a range of work situations, including operating precision measuring equipment and recording data.
Evidence is best gathered through a holistic assessment activity which integrates the elements of competency.

Underpinning knowledge

Characteristics, capabilities and limitations of tools and equipment being used
Organisation guidelines

Underpinning skills

- Ability to use equipment safely and to the accuracy required for the task
- Maintaining records relating to the maintenance of equipment and tools

Consistency of performance

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- Equipment, tools and resources
- A real or simulated environment
- Manufacturer specifications

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio.
Portfolio could include examples of work, client reports or management reports.

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UNIT 02121510: PROVIDE FIELD SUPPORT SERVICES

This unit describes activities involved in providing field support services

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121510/01	Plan and prepare for support task	• The requirements for the job are clarified with supervisor • Tools, equipment and supplies appropriate to the environment are selected and prepared according to specifications • Safety requirements for the protection of site personnel, the public and the environment are determined • Where required, plans are examined to determine location of services • Personal safety equipment is used in accordance with organisational guidelines and OH&S requirements • All work is performed in accordance with appropriate standards, legislative requirements and codes of practice
02121510/02	Execute support tasks	• Where required, barricades, protective works and signs are erected in accordance with organisation guideline • Surface positions are determined and marked in accordance with accepted standards using information available from site drawings and references and appropriate personnel • Support tasks are carried out under direction and according to specifications
02121510/03	Finalise the task	• Site is restored, as near as practicable, to original condition • Tools and equipment are cleaned and stored in a secure location • All required work records are completed accurately and promptly in accordance with organisation guidelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1

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Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Specifications may include details of the project deliverables, personnel required, data capture methods, timelines, budget and resources needed
- Standards, legislative requirements and codes of practice may include OH&S legislation, both Federal and State legislation, Australian Quality Standards, manufacturers instructions/specifications, EPA requirements, organisation guidelines
- Personal safety equipment may include safety vests, overalls, helmets and safety boots, sun protective equipment
- Supplies and equipment may include measuring instruments, tools, vehicles, PC based digitising board, data recording equipment and any materials relevant to duties.
- Support task may include assistance with identifying, determining and marking positions, recording data, driving, equipment maintenance and obtaining supplies.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

It is essential that competence be demonstrated in the critical aspects of working safely, interpreting, understanding and carrying out task instructions, support in determining and marking positions.
Evidence is best gathered through a holistic assessment activity which integrates the elements of competency.

Underpinning Knowledge

- OH&S requirements
- Principles and methods of spatial data measuring and recording
- Awareness of cultural and heritage sensitivities
- Organisational operating procedures

Underpinning Skills

- Verbal communication (including via radio)
- Numeracy and literacy as applied in the work environment
- Selection and use of appropriate tools
- Fieldcraft/Seamanship
- Adaptability to working in various work environments
- Four wheel driving
- Basic first aid

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Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Relevant field equipment and supplies
- Transport
- Real or simulated site
- Manufacturers specifications
- Organisation policies and guidelines
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports

Consistency in performance

Evidence will need to be collected over a whole cycle of providing field services

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UNIT 02121519: COLLATE AND INTERPRET DATA

This unit focuses on the collation and interpretation of spatial data to provide the dataset required for project deliverables

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121519/01	Collate data	• Spatial data sets are retrieved from relevant data storage • Data is manipulated into an appropriate format and reference system
02121519/02	Query and interpret data	• Data is queried and interpreted using appropriate equipment or software package in accordance with client requirements • Data is interpreted and verified for relevance • Results are recorded and documented in accordance with organisation and client requirements

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- **Spatial data** may be digital, hardcopy, image, text, vector, raster.
- **Interpretation** will vary according to the task required, software packages and equipment available

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EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered.

Demonstrated ability to utilise relevant data by manipulating and analysing it to meet the client's requirements. Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.

Underpinning Knowledge

- Understanding reference systems
- Understanding of operation of relevant software packages
- Understanding of operation of relevant equipment
- Computation methods
- Design methods
- Presentation methods

Underpinning Skills

- Information management
- Ability to interpret technical manuals
- Use of relevant software, hardware and equipment
- Research and analysis skills
- Design skills
- Presentation skills
- Ability to analyse spatial data

Consistency of performance

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Spatial data sets
- Spatial data storage
- Organisation policies and guidelines
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 02121521: FINALISE AND PRESENT PROJECT DELIVERABLES TO THE CLIENT

This unit applies to the finalisation and presentation of project outcomes.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121521/01	Ensure product meets specifications	• Prepared final product is checked to ensure it meets the project specifications • Product is validated for integrity and completeness
02121521/02	Present product	• Client is informed in a timely and concise manner of the readiness of the product • Product is delivered to meet deadlines and specifications • Opportunities are provided to client to clarify and enhance their knowledge of the product • Client acceptance of project deliverables is obtained • Client survey is undertaken to gauge client satisfaction in accordance with organisation's requirements
02121521/03	Finalise project details for closure	• Project records are completed according to organisation guidelines • Where appropriate, invoicing is completed or facilitated in a prompt manner • Archive records are developed and stored according to organisation's guidelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- **Products** may be maps, designs, plans, reports, digital spatial data, photographs, charts, advice, images, placement of marks, metadata statements, electronic systems.
- **Client Survey** may be a questionnaire, a measure of client satisfaction and job performance.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of evidence to be considered:

Demonstrated ability to ensure deliverables meets requirements and that client approval is obtained.

Underpinning knowledge

- Production development
- Spatial relationships
- Spatial reference systems
- Organisation policies and guidelines
- Relevant legislative, statutory and industry requirements and standards

Underpinning Skills

- Written communication skills
- Administrative skills
- Presentation skills

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Specification
- Client
- Organisation policies and guidelines
- Access to relevant resource personnel
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports .

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UNIT 02121520: DESIGN PROJECT DELIVERABLES

This unit focuses on the analysis of spatial data and the design of a product to meet client deliverables.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121520/01	Analyse, compute and design	• Required project deliverables are confirmed with relevant person • Calculations and analysis are undertaken for product development • Design is prepared in accordance with organisation and approving authorities guidelines and requirements
02121520/02	Present analysis, computations and design	• Product is validated for presentation • Outputs are validated against client requirements • Metadata is created in accordance with organisation's guidelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Analysis and computations will vary according to product required and may include GIS analysis, design of subdivision layout and infrastructure such as roads, stormwater drainage, water supply and sewer drainage.
- Storage may include hardcopy or digital format.

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EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered.

It is essential that competence be demonstrated in all relevant aspects of data analysis, design skills and design computations required to produce project deliverables.
Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.

Underpinning Knowledge

- Understanding of town planning principles
- Understanding reference systems
- Understanding of operation of relevant software packages
- Understanding of operation of relevant equipment
- Computation methods
- Design methods
- Presentation methods

Underpinning Skills

- Information management
- Ability to analyse spatial data
- Ability to interpret technical manuals
- Use of relevant software, hardware and equipment
- Research and analysis skills
- Design skills
- Mathematical computation skills
- Presentation skills

Consistency of performance

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Spatial data sets
- Spatial data storage
- Organisation policies and guidelines
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 0212152: DESIGN A PROJECT PLAN

This unit covers planning for a range of different sizes and types of spatial projects

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
0212152/01	Develop project plan	• Project objectives are clearly defined in project plan including quality standards and performance indicators required to monitor and achieve project deliverables in accordance with organisation's guidelines • The duration, effort, sequence and inter-dependence of tasks is determined from the brief in consultation with appropriate stakeholders • Project costs are estimated to enable budgets to be developed and implemented • Cost control processes are developed and agreed to ensure clarity of understanding and ongoing management of project finances • Where appropriate project organisation, structure and costs are agreed with higher authority • Potential, perceived and actual risk and options to manage risks are investigated and clearly recorded in the project plan • Contingencies are considered and planned for
0212152/02	Determine resource requirements	• Human resources, equipment and material requirements for individual tasks are determined in consultation with appropriate stakeholders and based on the project scope • Contingencies are considered and planned for • Potential sources of resources and equipment supply are identified and evaluated against project's objectives • Higher authority endorsements regarding resources and equipment are obtained where necessary • Personnel are assigned, as appropriate, to meet competency requirements throughout the project life cycle and in accordance with organisational recruitment guidelines • Individual's responsibilities, authority and personal performance measurement criteria are agreed to ensure clarity of understanding of the work and to provide a basis for ongoing assessment • Individual's responsibilities, authority and personal performance measurement criteria are agreed to ensure clarity of understanding of the work and to provide a basis for ongoing assessment • Individual's responsibilities, authority and personal performance measurement criteria are agreed to ensure clarity of understanding of the work and to provide a basis for ongoing assessment • Where required, ongoing development and training for project team members is identified, planned for and implemented to achieve overall project objectives • Resource and equipment access strategies and management plans are developed and agreed to according to organisation's guidelines

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0212152/03	Communicate project requirements	• Implementation personnel are identified on the basis of the project plan and notified of their involvement according to organisational guidelines • Project details are communicated to implementation personnel and verified to ensure understanding • Specific roles and responsibilities of team members and stakeholders are clarified and agreed and reporting requirements clearly outlined • Project change proposals are considered and changes recommended and documented in accordance with organisation's policies and guidelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Project Plans may include the following aspects: financial management, acquisition strategies, risk management, project implementation, human resource management, intellectual property, quality standards, milestones, performance indicators, evaluation criteria.
- Project Objectives may be determined from the requirements of the client, the supplier/contractor, end user(s), higher project authorities.
- Project Deliverables may include all products and services defined within the project scope.
- Cost Control Processes may include approval processes, financial authorisations/delegations, invoice guidelines, communication and reporting .
- Risk Management Methods may include acceptance, avoidance, and minimisation.
- Higher Authorities may be the client/customer, other personnel within the project/organisation, higher management within the organisation.
- Stakeholder is a third party having an interest in the project and maybe human resource personnel,. internal or external, procurement agency - internal or external, management

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EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

Demonstrated ability to develop qualitative and quantitative measurements for a project, giving consideration to cost, contingencies and resource requirements and availability.
Evidence is best gathered through a holistic assessment activity which integrates the elements of competency.

Underpinning knowledge

- Project management principles
- Understanding of the range of methodologies, techniques and tools available to project managers
- Relationships to universal locations
- Spatial Information principles and their application
- State, national and international information management policies and standards
- Quality assurance principles

Underpinning skills

- Verbal and written
- Negotiation
- Human resources management in relation to recruitment and performance setting

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UNIT 0212151: DETERMINE CLIENT REQUIREMENTS

This unit includes clarifying client needs, assessing and documenting the capacity of the organisation to undertake the work and confirming the deliverables with the client. This unit includes clarifying client needs, assessing and documenting the capacity of the organisation to undertake the work and confirming the deliverables with the client

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
0212151/01	Determine client needs	• Clients are assisted to clearly define their requirements • Information on standards and guidelines to be used is conveyed to the client in a clear, concise and ethical manner • A clear work Instructions prepared according to organisation's guidelines
0212151/02	Assess organisation capability to satisfy client needs	• Resources needed are determined to match work instruction • Relevant personnel are consulted to ensure the availability of resources to undertake project • Higher authority endorsements are obtained where necessary to ensure project accords with organisation's priorities and capabilities • All pertinent legal, statutory and industry requirements and standards are researched and considered in determining the feasibility of the project • Budget proposals are prepared according to organisation's guidelines
0212151/03	Confirm and document requirements with client	• Client is provided with accurate and understandable information on the spatial data requirements in order to make informed decisions • Proposed costs, processes and timelines are discussed and confirmed with client to ensure clarity of understanding • Any revisions are incorporated into an amended work instruction • Service to be provided accords with organisation, environmental, OH&S and legal requirements • Agreement to proceed is confirmed according to organisation's guidelines • Contract is prepared and executed according to organisation's guidelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2

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Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Clients may be external or internal.
- Standards and guidelines may include software, hardware, spatial data, legal, statutory, equipment, industry, professional.
- Agreement may be informal or formal and may include information on resources, timelines, cost, insurance details
- Resources may be human, material, equipment, hardware, software, spatial data.
- Work Instructions written directions relating to work to be performed and may include information on spatial data type, spatial data presentation, milestones, completion spatial data and occupational and health details.
- Relevant Personnel may be spatial personnel, employer, human resources personnel.
- Higher Authority may be other personnel within the organisation, management.
- Legal, statutory and industry requirements and standards may cover State and Federal OH&S, duty of care, industry standards of practice, ethics, relevant environmental protection legislation and organisation instructions.
- Contract is an agreement between parties to perform a task or deliver a service and may be written, verbal, legal, memo.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

Demonstrated ability to communicate to client all project considerations, particularly those affected by legal, statutory and financial restraints.
Evidence is best gathered through a holistic assessment activity which integrates the elements of competency

Underpinning knowledge

- Knowledge of a range of organisation's spatial information products
- Knowledge of resource planning and costing
- Knowledge of spatial relationships
- Knowledge of spatial reference systems
- Knowledge of data capture methodologies
- Existing spatial data sets and data set sources
- Organisation policies and guidelines
- Relevant legislative, statutory and industry requirements and standards
- Organisation pricing policies

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Underpinning skills

- Negotiation skills
- Project management
- Verbal and written communication skills
- Customer services
- Technical report writing

Consistency of performance

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

Interdependent assessment of units

This unit may be assessed concurrently with Unit 2 Design a Project Plan

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Access to a range of clients (real or simulated)
- Organisation policies and guidelines
- Access to relevant resource personnel
- Relevant legal, statutory and industry documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio which could include examples of work, reports from clients, reports from management

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UNIT 02121513: DESIGN SPATIAL DATA STORAGE

This unit applies to the determination, creation and acceptance by users of a suitable spatial data and attribute storage system

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121513/01	Determine functional requirements	• User needs are determined according to organisation's requirements • An audit of existing spatial data sources is conducted to determine their suitability, useability and adaptability • Requirements are recorded according to organisation's guidelines • Feasibility of requirements is assessed against organisation's budget, resources and priorities
02121513/02	Create and test design	• A plan is developed from functional requirements detailing spatial data flow and spatial data dependencies • Appropriate storage environment is determined according to spatial data requirements and organisation's resources • A schedule for the introduction of the system is developed and communicated to users • A prototype is created and tested or a standard format adopted to confirm design meets functional requirements
02121513/03	Formalise design acceptance	• All relevant personnel are consulted and negotiated with to determine final design documentation • A prototype is created and tested or a standard format adopted to confirm design meets functional requirements • Final design documentation is created according to organisation's guidelines • Acceptance is obtained from all stakeholders as appropriate
02121513/04	Review the suitability of the spatial data storage system	• User are canvassed regarding the effectiveness of the spatial data storage system and to identify changes needed • Feedback is analysed and appropriate changes implemented

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2

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Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Spatial data storage environment may include electronic spatial databases, map repositories, field book and other hard copy storage.
- Existing spatial data sources can be available internally or externally and can be custom made or off the shelf.
- Functional requirements are the basic requirements for the system to deliver.
- Spatial data flow is an objective description of the business guidelines relating to functional requirements.
- Spatial data dependencies may include hardware dependencies, attribute related spatial data sets, coordinate system, datums.
- Relevant personnel may include technical personnel/users, managers/supervisors.
- Final design document may be hard copy and/or digital.
- Acceptance may take the form of a contract, exchange of letters, memorandum of understanding, signed copy of report, verbal confirmation.
- Spatial data storage system may be digital or hard copy.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

Demonstrated ability to assess requirements, examine suitability of existing arrangements and devise and implement a cost effective functional solution.

Underpinning knowledge

- Spatial data storage technology
- Understanding of reference systems and their relationship to each other
- Classification systems, processes and products
- Knowledge of precision and accuracy in relation to spatial information
- Ownership requirements/constraints of spatial data
- Understanding of spatial data formats
- Spatial data structure requirements
- Spatial data management practices
- Spatial database operation
- Spatial data handling
- Legislative requirements
- Organisation policies, guidelines and guidelines
- Security management guidelines
- OH&S
- Industry standards

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- Understanding of relevant spatial database design tools
- High level of computer knowledge
- Understanding of document storage and retrieval technique
- Risk management
- System analysis techniques
- Legal framework for archiving

Underpinning skills

- Negotiation
- Communication
- Ability to translate requirements into design
- Technical report writing
- Information management
- Communication
- Analytical
- Problem solving

Interdependent assessment of units

This unit may be assessed with Unit 1 Determine Client Requirements and Unit 4 Determine Spatial Data Requirements to Meet Deliverables.

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Users needs survey
- Organisation policies and guidelines
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

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UNIT 0212154: DETERMINE SPATIAL DATA REQUIREMENTS TO MEET THE DELIVERABLES

This unit involves determining the extent of the spatial data required and documenting the results of this research

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
0212154/01	Scope spatial data requirements	• Client instructions are analysed to determine specific needs and desired outcomes • Where necessary, requirement for spatial data and constraints are identified through further consultation with client and outcomes are recorded in accordance with organisation guidelines • Where required, a site assessment is conducted to clarify the scope of the job and outcomes are recorded in accordance with organisation guidelines • Research is completed to gather and to analyse background information by reference to all available sources of information • All acquisition requirements are clearly identified according to organisation's guidelines
0212154/02	Communicate data requirements to appropriate personnel	• Written specification of the data to be acquired is documented in accordance with organisation guidelines • Data requirements are communicated in clear and concise manner to appropriate personnel

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- A client may be internal or external.

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- Client instructions are a description of outputs required and may take the form of a contract, a memo, written instructions, tender brief, verbal instructions.
- Constraints may be due to time, money, resource availability (human, physical, financial), environmental factors, legal, statutory or industry requirements.
- Sources of information may include contracts, tender documents, existing spatial data sets, reports, historical spatial data, metadata, and Internet spatial data directories.
- Acquisition requirements: Description of spatial data required to fulfil client instructions.
- Project Deliverables may include all products and services defined within the project scope.
- Written specification: Detailed technical description of the spatial data and its qualifiers.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:
Demonstrated ability to determine precise data requirements
Evidence is best gathered through a holistic assessment activity which integrates the elements of competency

Underpinning knowledge

- Spatial referencing systems
- A range of spatial data capture methodologies
- Methods of accessing existing spatial datasets and data set sources
- Organisation policies and guidelines
- Relevant legislative, statutory and industry requirements and standards
- Use of Metadata

Underpinning skills

- Negotiation
- Verbal and written communication
- Technical report writing
- Computer skills
- Analytical skills

Consistency of performance

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

Interdependent assessment of units

This unit may be assessed concurrently with Unit No 1 Determine Client Requirements, Unit 13 Design a Data Storage System and Unit 7 Capture New Data.

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment

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- Access to a range of client instructions
- Access to a site
- Organisation policies and guidelines
- Access to arrange of sources of information
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports

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UNIT 02121525: UNDERTAKE RESEARCH AND DEVELOPMENT

This unit describes the activities involved in undertaking research and development within the spatial information services area

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
02121525/01	Collect background information	• Potential for development in spatial information services is identified • Literature and information searches are undertaken to evaluate current market demands and developments • Possible stakeholders are identified based on the parameters of the potential development • The results of the information search are documented and communicated according to organisation's guidelines • Funding sources are identified to match the potential development
02121525/02	Develop a project proposal	• Research project plan is developed including aims, objectives, expected outcomes and contingencies according to organisation's guidelines • A range of methodologies is evaluated against project plan and a suitable method is chosen • Workplan and budget including resource requirements are developed and negotiated with research workers • Proposal to proceed is prepared and appropriate support is obtained according to organisation's guidelines
02121525/03	Develop product	• Resources are obtained based on project plan • New spatial information application is developed based on project plan and in accordance with organisation's guidelines • Project outcomes are tested according to project specifications and against legal or industry constraints • Results are documented and reported in accordance with project specifications • Opportunities are created for stakeholders to evaluate the research findings

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	2

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Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- **Stakeholders** may include client, client representative, government authorities, community groups, internal and external organisations, commercial interests Contingencies may include equipment failure, observation errors, movement, weather, injury.
- **Contingencies** may include equipment failure, observation errors, movement, weather, injury,

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

Demonstrated ability to use information sources to determine opportunities for the development of new products and to create, champion and implement new product solutions.
Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.

Underpinning knowledge

- Knowledge of organisation policies and procedures
- Measurement techniques
- Research methodologies
- Project management
- Knowledge of guidelines of the development
- Knowledge of OH&S
- Understanding of accuracy and precision requirements
- Limitations of equipment, measuring and analysis guidelines
- Knowledge of project reporting guidelines
- Knowledge of spatial reference systems
- Knowledge of spatial data reduction and manipulation techniques
- Knowledge of risk management principles
- Organisation policies and guidelines

Underpinning skills

- Information management
- Communication Analysis Research Problem solving
- Project planning and management
- Negotiation skills
- Use of appropriate equipment .

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Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- Literature and information
- Organisation policies and guidelines

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports

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UNIT 0212153: IMPLEMENT A PROJECT PLAN

This unit covers the range of activities involved in implementing a project plan

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
0212153/01	Organise resources	• Tasks are reviewed to identify requirements • The characteristics of the operating environment/site and any special equipment or resources requirements are identified • Higher authority endorsements are obtained where necessary to ensure resources and equipment actions accord with organisation and project objectives
0212153/02	Allocate work areas and activities	• Work is scheduled and allocated to be completed within time available • Equipment is checked to be in good working order to manufacturers specifications, relevant legislation and company policy • Work allocation to individuals matches known competency and capacity to complete work requirements within relevant legislation and organisation's policy • Training is provided to staff to fill identified skill gaps and to improve work performance
0212153/03	Manage and monitor project	• Mechanisms are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans • Contingencies are managed to ensure project meets specifications • Quality assurance processes are implemented based on the project plan • Progress is reviewed throughout the project life cycle, with any agreed changes implemented to ensure consistency with project scope, objectives and constraints • Financial management guideline and processes are implemented to monitor actual expenditure and to control costs • Individual performance is measured against agreed criteria and actions are initiated to overcome short comings in performance • Agreed communication processes between project, client and other stakeholders are implemented and maintained to ensure effective communication throughout the project life cycle • Client relationships are maintained to ensure clarity of understanding of objectives and to examine any potential conflict throughout the project life cycle • Client relationships are maintained to ensure clarity of understanding of objectives and to examine any potential conflict throughout the project life cycle • Finalisation plans, guidelines and activities are implemented to ensure final outcomes meet original project objectives

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0212153/04	Review project	• Review of project achievements against objectives is undertaken and reported to stakeholders • Clients are canvassed to determine their level of satisfaction • Action to rectify problems in meeting client needs is recommended and documented • Lessons learned are documented and reported to stakeholders to assist in continuous improvement

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3
Working with others and in teams	3

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Estimates for time duration of project include consideration of past experience, methods to be employed and particulars of location of project, experience of operatives, resources and equipment to be used, client's instruction.
- Training may include on-job instruction; provision of learning opportunities, demonstration, structured feedback, self paced learning packages.
- Higher authority endorsements may be from supervisors in the project team, section manager.
- Designated staff responsibilities may be a written job description or verbal report.
- Project Management Mechanisms may include monitoring and adjusting key milestones, measurement and analysis of major variance and trends, implementation of schedule control trigger mechanisms, communication with stakeholders, dispute resolution guidelines.
- Constraints may be related to time and resource availability.
- Financial management guidelines and processes may include approval processes, financial authorisations/delegations, invoice guidelines, communication and reporting.
- Communication processes may be written or verbal progress reports, meetings, e-mails.

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Finalisation activities may include:

- transition of responsibility/ ownership of project deliverables/products
- transfer of product to the client
- warranty requirements
- intellectual property management
- final audit/reconciliation
- settling of financial liabilities

Lessons learned may be both success and failure criteria and suggestions for improvement. Lessons learned may be reflected in changes to knowledge, training programs, spatial data records and process instructions.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

Demonstrated ability to match project parameters with resources to ensure project proceeds in an organised and timely manner, while keeping client and other stakeholders informed of progress and outcomes.
Evidence is best gathered through an holistic assessment activity which integrates the elements of competency

Underpinning knowledge

- Spatial Information principles and their application
- State, national and international spatial related standards
- Project Management principles and their application

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UNIT 0212159: DEVELOP AND MAINTAIN CONTRACTUAL RELATIONSHIPS

This unit deals with those activities associated with establishing and maintaining an effective contractual relationship with spatial data providers

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
0212159/01	Establish legal agreements	• Providers legal agreement is obtained and analysed in accordance with organisation's requirements • Protocols for communication between spatial data providers and the organisation are followed • Advice is sought from relevant personnel to assess viability of the agreement • Amendments to agreement are negotiated with the providers according to legal advice • Legal agreement is ratified by all parties and in accordance with organisation's guidelines
0212159/02	Manage contracts	• The providers performance is monitored against the terms of the contract • The organisation is monitored to ensure it meets the terms and conditions of the contract
0212159/03	Conduct review of agreements	• Legal agreement is reviewed on an agreed basis to assess its continuing viability • Advice is sought from relevant personnel to assess agreement revisions • Amendments to original agreement are negotiated according to legal advice • Revisions to legal agreements are ratified by all parties
0212159/04	Resolve conflict as required	• Breaches of agreements are investigated in accordance with organisation contractual requirements • Advice is sought from relevant professionals to assess alleged breaches • A settlement of breach is negotiated according to legal advice • Contract review is initiated to address any breach • Breach notice is issued in accordance with contract • Solution is agreed to by all parties
0212159/05	Complete documentation transactions	• Documentation is completed promptly and accurately according to organisation's requirements • Documentation is stored according to organisation's guidelines

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

- Spatial data may be digital, hard copy, image, text, vector
- Providers may include government or non-government agencies, clearing house, on line services, specialist companies
- Advice may include information from management on the financial and /or legal constraints, internal or external financial personnel, and legal specialists.
- Relevant personnel may include lawyer, accountant, management, other organisation staff.
- Agreements may include memorandum of understanding, licence, copyright, royalty contracts.
- Documentation may include agreements, correspondence, breach notices, minutes of meetings, records of conversations.

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence to be considered:

Demonstrated ability to develop, monitor and review contractual relationships, including the resolution of any breaches or non-conformities.

Underpinning knowledge

- Understanding of spatial data formats
- Spatial referencing systems
- Existing spatial data sets and spatial data set sources
- Awareness of contract law
- Spatial data structure requirements
- Spatial data management practices
- Spatial database operation
- Spatial data handling
- Organisational policies and guidelines
- Budgetary mechanisms and restraints

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- Relevant legislative, statutory and industry requirements and standards

Underpinning skills

- Research skills
- Negotiation skills
- Verbal and written communication skills
- Spatial database operations
- Conflict resolution

Resources Implications

This refers to the resources that are necessary for undertaking the assessment.
If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- A real or simulated environment
- Providers legal agreements
- Relevant personnel as documented in the range of variables
- Organisation policies and guidelines
- Relevant legal and statutory documentation

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

Consistency in performance

Evidence will need to be collected over the whole cycle of establishing and maintaining a relationship with spatial data suppliers.

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Local Government Training Package

Public Services

LGA00

AUSTRALIAN LOCAL government Training

The national Industry Training Advisory Board for Local Government

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UNIT PSPGOV304A: APPRAISE CAPABILITY AND PROVIDE FEEDBACK IN THE WORKPLACE

This unit covers the skills required for an individual to appraise the work performance of another person and provide feedback.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV304A/01	Plan for appraisal and feedback	• Standards identified for the appraisal are provided to stakeholders for agreement • Agreed standards are provided to the parties directly involved in the appraisal process • Appraisal processes and guidelines are identified or developed and provided to the parties directly involved in the appraisal
PSPGOV304A/02	Conduct and document appraisal	• Relevant evidence is gathered from relevant sources • Capability is assessed by comparing evidence gathered with agreed standards • Appraisal decisions are documented
PSPGOV304A/03	Provide feedback and make decisions	• Feedback on the outcome of appraisal is provided to the assessee and other personnel as agreed in the relevant guidelines • Agreement is negotiated with the assessee on action/ follow up
PSPGOV304A/04	Review the appraisal and feedback	• Information reflecting on the appraisal process is gathered from all stakeholders • The appraisal process is reviewed and amended if necessary to enhance its validity, reliability, efficiency and fairness

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Contexts of appraisal may include
- reward and recognition
- client readiness and performance
- performance appraisal
- return to work / case management / counselling
- on-going feedback
- training and development
- recruitment and selection
- separation
- evidence gathering under the supervision of a qualified assessor

Contexts of appraisal must NOT include
- assessment requiring formal assessor training, especially BSZ401A Plan Assessment, BSZ402A Conduct Assessment and BSZ403A Review Assessment

Stakeholders, assessors and assessees may include
- self
- peers
- managers / supervisors / team leaders
- employees
- teams and team members
- clients / customers
- job applicants

Appraisal processes and sources of evidence may include
- assessee (self assessment)
- assessors
- 360° feedback
- performance data
- qualifications
- written applications
- interviews
- referees reports
- client / customer feedback

Standards may include
- selection criteria
- best practice standards
- organisational practice standards
- competencies
- service level standards
- codes of ethics / conduct
- legislation / regulations

Guidelines may include
- appraisal methods / sources
- feedback methods /decisions
- appraisal conditions
- assessors
- timelines
- who gets feedback

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- feedback and advice provided is based on relevant evidence

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate III or above, particularly from the PSPETHC301A Uphold the Values and principles of Public Service, PSPGOV301A Work Effectively in the Organisation, PSPGOV302A Contribute to Workgroup Activities, PSPGOV303A Build and Maintain Internal Networks, PSPGOV307A Organise Workplace Information and PSPGOV308A Work Effectively with Diversity

Underpinning knowledge
- organisation policies, practices and procedures
- subject matter expertise
- EEO, equity and diversity principles

Underpinning skills
- planning
- interpersonal communication
- negotiation
- evaluation
- cross cultural competence, including gender and disability

Resource implications
- simulation or case study for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off the job

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UNIT PSPGOV306A: CHANGE OWN WORK PRACTICES AS REQUIRED

This unit covers changing own work practices as required and participate in refining work procedures.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV306A/01	Prepare for change	• The need for change in work practices is identified within the work unit and suggestions made or options devised • Planning for change in the workgroup is contributed to • Suggested workplace changes are discussed with supervisor and colleagues and acted upon as required
PSPGOV306A/02	Implement and monitor change	• Own work practices are changed according to agreed arrangements • Advice and support are given to assist others to adjust to changes in work practice • The benefits of change are promoted in the workplace as opportunity arises • Opportunities for continuous improvement in the workplace are identified and acted on • A flexible approach is applied when carrying out instructions for changes to work practices • Change is monitored with others to determine the effectiveness of revised procedures, and findings are advised to senior staff

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

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.

Change may include

- imposed or self-initiated

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Change may include
- technology
- work practices and procedures
- staffing
- work priorities and objectives
- budget
- organisational structure
- work location

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
integrated demonstration of all elements of competency and their performance criteria;
change is implemented under supervision; and
the needs of specific groups are identified in the change process

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate III or above, particularly PSPGOV301A Work Effectively in the Organisation, PSPGOV302A Contribute to Workgroup Activities, PSPGOV303A Build and Maintain Internal Networks, PSPGOV307A Organise Workplace Information and PSPGOV308A Work Effectively with Diversity

Underpinning knowledge
- principles of adapting to change
- workgroup practices
- EEO, equity and diversity principles

Underpinning skills
- interpersonal communication
- negotiation
- evaluation
- observation
- consulting
- evaluating
- cross cultural competence, including gender and disability

Resource implications
- simulation or role play for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPGOV307A: ORGANISE WORKPLACE INFORMATION

This unit covers collecting and disseminating information in the workplace.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV307A/01	Collect and assess information	• Information is gathered and accurately recorded within specified time frames and according to organisational procedures • Information gathered is checked for accuracy and to ensure it meets relevant work requirements • Confidentiality and privacy procedures are followed
PSPGOV307A/02	Organise and provide information	• Information and materials are organised and stored within established procedures • Information is organised for easy access by relevant staff • Record maintenance is accurate, up to date and in a format acceptable to the organisation • Security procedures are followed for information storage and retrieval • Incoming information and materials within the area of responsibility are sorted and distributed to relevant staff in accordance with procedures • Information is communicated to relevant staff clearly and within appropriate time frames • Information is used to develop options for consideration and action as required

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	2
Working with others and in teams	1

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.

Information is specified by the work of the organisation and may include

- basic numerical and statistical data

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- legislative, organisation, and policy requirements
- client data
- registries and file records
- library materials
- financial records
- mail

Storage of information may include
- manual and computer files
- systems which are internal and external to the organization
-

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- compliance with workplace information handling procedures including those related to security and confidentiality

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate III or above, particularly PSPGOV301A Work Effectively in the Organisation, PSPGOV305A Access and Use Resources and Financial Systems and PSPGOV308A Work Effectively with Diversity

Underpinning knowledge
- accepted organisational information handling and storage procedures
- organisational requirements for privacy and security of workplace information
- EEO, equity and diversity principles

Underpinning skills
- basic statistical and numerical manipulation
- application of computer technology to data storage, retrieval and presentation
- establishing and maintaining filing systems
- cross cultural competence, including gender and disability

Resource implications
- simulation for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
- this competency may be assessed on and off-the-job

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UNIT PSPGOV308A: WORK EFFECTIVELY WITH DIVERSITY

This unit covers recognising and valuing individual differences in the workplace.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV308A/01	Demonstrate respect for individual differences	• Differences between colleagues are recognised in accordance with workplace diversity guidelines • Behaviour demonstrates sensitivity to the differences between colleagues • Conduct complies with the requirements of anti-discrimination legislation and awareness of workplace diversity • Communication styles are modified to reflect diversity
PSPGOV308A/02	Work effectively with diversity	• Workplace diversity is recognised as an asset for the organisation • Opportunities are provided for colleagues to capitalise on their special qualities or backgrounds

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Communicating ideas and information	2
Solving problems	1
Working with others and in teams	2

RANGE OF VARIABLES

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Individual differences may include

- culture
- religion
- race
- language
- gender
- sexual preference
- physical differences
- politics
- expertise
- experience / working styles
- age
- thinking styles / learning styles / intellectual differences
- interpersonal approach
- interests

Colleagues may include

- peers
- junior staff

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- internal stakeholders
- external stakeholders / clients / customers
- supervisors and senior management

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- knowledge of anti-discrimination legislation and codes of conduct
- establishing rapport with all colleagues

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate III or above, particularly PSPETHC301A Uphold the Values and Principles of Public Service, PSPGOV401A Apply Knowledge of Government Processes, PSPGOV402A Deliver and Monitor Service to Clients, PSPGOV403A Use Resources to Achieve Work Unit Goals, PSPGOV404A Develop and Implement Work Unit Plans and PSPGOV405A Provide Input to the Change Process

Underpinning knowledge
- anti-discrimination legislation
- principles of cultural awareness
- EEO, equity and diversity principles
- codes of conduct

Underpinning skills
- cross cultural communication
- interpersonal communication
- cross cultural competence, including gender and disability

Resource implications
- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency should be assessed on-the-job where possible

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UNIT PSPETHC301A: UPHOLD THE VALUES AND PRINCIPLES OF PUBLIC SERVICE

This unit covers the ethical conduct required of those in public service.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPETHC301A/01	Apply ethical standards	• Personal work practices comply with public sector ethics standards, policy and/or guidelines • Verbal and written advice and reports contain information which is impartial, substantiated, accurate and complete • Public resources are used in accordance with public sector ethics standards, policy and/or guidelines • Conflicts of interest are identified, addressed and documented in accordance with policy and procedures • Relationships with the public and business contacts comply with ethics standards, policy and guidelines • Suppliers and the public who deal with the organisation are provided with information on the ethical values and standards of the public sector
PSPETHC301A/02	Deal with ethical problems	• Situations which pose ethical problems are resolved or referred in accordance with organisational guidelines • Decision-making processes used to resolve ethical problems are recorded in accordance with organisational policy and procedures • Organisational policies / codes on the prevention and reporting of unethical conduct are accessed and applied

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

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Legislation and guidelines may include

- legislation for public sector management; freedom of information
- equal employment opportunity and anti-discrimination law
- public sector standards

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- Ministerial directions
- State/Territory or Commonwealth codes of ethics
- organisational codes of conduct
- sets of values
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- professional codes of ethics and conduct
- equity guidelines, workplace diversity guidelines

Work practices may include
- relationships with work colleagues, external individuals and organisations (in addition to actual work practices)

Processes for resolving ethical problems may include
- accessing relevant standards and other information
- withdrawing from a situation
- using models of ethical decision-making
- reflection, discussion, seeking clarification from others

Ethical values and principles may include
- respect for the law
- natural justice
- integrity
- objectivity
- accountability
- honesty
- openness
- responsibility
- impartiality
- diligence
- trustworthiness
- confidentiality
- respect for persons
- responsible care
- probity
- economy and efficiency
- procedural fairness ie
    - the right to be heard/put your case
    - the right to be informed of a complaint or case against you
    - the right to know reasons for decisions affecting you
    - the right to privacy
    - the right to representation
    - the right to silence
    - the decision maker should not be a judge in his/her own cause

Referrals of ethical problems may include
- line management
- chief executive officer
- public service commissioner
- public sector standards body
- organisational ethics committee
- internal grievance mechanisms
- confidant programs (ie whistleblower protection programs, organisational professional reporting procedures)
- unions and professional bodies, ombudsman

Conflicts of interest may include
- both potential and actual conflicts
- bribery
- improper use of official information

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- gifts
- entertainment
- outside employment
- favours for friends, relatives
- memberships of organisations
- political activity
- pecuniary and non-pecuniary conflicts

Unethical conduct may include
- fraud, corruption, maladministration and waste
- unauthorised access to and use of information, money/finances, vehicles, equipment, resources;
- improper public comment on matters relating to the government and/or the organisation;
- falsifying records; giving false testimonials; dishonesty;
- improper use of telephones, credit cards, frequent flyer points, email and internet;
- extravagant or wasteful practices
- personal favours; preferential treatment;
- compromising behaviour including sexual harassment
- directing others to act unethically;
- oppressive / coercive management decisions;
- resorting to illegality to obtain evidence

Ethical problems which may need to be referred rather than resolved at this level may include
- conflict between public sector standards and personal values;
- conflict between public sector standards and other standards eg professional standards;
- conflict between public sector standards and directions of a senior officer or Minister;
- tension between two "rights" eg right to privacy versus right to freedom of information;
- conflict regarding issues of personal and organisational intellectual property

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and
- knowledge of State/Territory/ Commonwealth/ organisational values, and code/s of ethics/conduct; and
- knowledge of fundamental ethical principles and how these relate to the public sector; and
- evidence of ethical conduct in a range of (2 or more) generalist or specialist work activities eg delivering client services, using financial resources, procuring goods or services, etc.

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist or specialist units of competency in the Certificate III in Government. Choice from the following units is recommended: PSPGOV305A Access and Use Resources and Financial Systems, PSPGOV307A Organise Workplace Information, and other specialist units such as PSPPROC301A Procure Goods or Services, etc.

Underpinning knowledge
- the nature of ethics and ethical values
- fundamental ethical principles such as justice, respect for persons and responsible care
- values of public sector office
- natural justice / procedural fairness
- equal employment opportunity, equity and diversity principles
- where to access ethical decision-making models
- other ethics standards eg professional standards

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- procedures for declaring conflicts of interest
- protocols for reporting fraud, corruption and maladministration

Underpinning skills
- objectivity / impartiality
- conceptual and analytical
- evaluation of conflicting requirements
- decision-making
- information technology skills for preparing written advice and reports requiring precision of expression
- using an internet web browser to access legislation and codes of ethics
- reading complex and formal documents such as legislation and codes of ethics and applying them to work practices
- adjusting communication to suit different audiences
- cross-cultural competency, including gender and disability

Resource implications
- simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Consistency of performance
- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPGOV201A: WORK IN A PUBLIC SECTOR ENVIRONMENT

This unit covers compliance with the principles of public sector legislation and guidelines, and the use of organisational procedures when dealing with others at work

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV201A/01	Access and use legislation and guidelines	• The range of legislation and guidelines common to employment in a public sector organisation is accessed • The key principles contained in the legislation and guidelines are identified • Information is clarified in order to confirm own understanding • Work is consistent with the principles contained in legislation and guidelines
PSPGOV201A/02	Access and use organisational information	• The staffing and organisational structure is identified • Procedures for dealing with staff at all levels of the organisation are clearly identified • Procedures for dealing with clients are clearly identified • Sources of assistance are identified, and types of assistance available from each source is identified • Work is carried out within organisational procedures
PSPGOV201A/03	Demonstrate respect for individual differences	• Behaviour demonstrates sensitivity to the differences between colleagues • Conduct complies with the requirements of anti-discrimination legislation and multi-cultural awareness • Communication styles are modified to reflect diversity

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

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Legislation may include
- public sector management; employment; occupational health and safety; duty of care; anti-discrimination; workplace harassment; equal employment opportunity; workplace diversity; employee relations; privacy; freedom of information; whistleblowers protection

Guidelines may include
- public sector standards; relevant public sector code of ethics; organisational code of conduct; organisational mission and values statements; organisational procedures/guidelines; government policy; Ministerial directions; directives from head of organisation; standard operational procedures

Key principles may include
- honesty and integrity; confidentiality and non-disclosure of official information; due care and diligence; avoiding conflicts of interest; obeying lawful and reasonable direction; compliance with the law

Sources of organisational procedures may include
- mission and values statements; organisational charts; annual reports; strategic plans; business unit and work area plans; customer service charters; induction materials; standard operating procedures; relevant workplace agreements; disciplinary processes; grievance procedures; advertising materials; internet and/or intranet web pages

Clients may include
- the public; private enterprise; other public sector organisations; internal clients; the Minister

Sources of assistance may include
- immediate supervisor, line management, human resources personnel, workplace representatives, union personnel

Individual differences may include
- experience; working styles; expertise; thinking styles / learning styles / intellectual differences; interpersonal approach; interests; age; culture; religion; race; language; gender; sexual preference; physical differences; politics;

Colleagues may include
- peers; junior staff; internal stakeholders; external stakeholders / clients / customers; supervisors and senior management

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- knowledge of the key principles underpinning public sector work and how this translates in the workplace; applying the procedures for working in a bureaucracy

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate II or above, particularly PSPGOV202A Communicate in the Workplace

Underpinning knowledge
- anti-discrimination legislation
- other relevant legislation
- organisation guidelines and procedures
- principles of cultural awareness
- codes of conduct
- EEO, equity and diversity principles

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Underpinning skills

- research skills
- scanning techniques to locate main ideas
- negotiating strategies to clarify understanding reading written materials such as manuals and codes of practice
- information technology skills
- using the web
- cross cultural communication
- interpersonal communication
- cross cultural competence, including gender and disability

Resource implications

- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance

- assessment to be conducted over time across a range of scenarios to assess consistency of application

Context/s of assessment

- this competency should be assessed on-the-job where possible

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UNIT PSPGOV204A: ACCESS AND USE RESOURCES

This unit covers using the resources required to achieve work objectives.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV204A/01	Access and use resources	• Resources which are required to achieve outcomes of the work unit are identified and accessed according to defined procedures and relevant legislation • All resources are used efficiently and effectively and in accordance with organisational and OS&H procedures
PSPGOV204A/02	Administer resource usage	• All supplies and materials required to support the operation of the workgroup are accessed and maintained • Records on own resource usage are maintained as required by the organisation / work unit • Orders are processed in a timely manner and in accordance with defined organisational procedures • Resources are stored in accordance with organisational procedures and to reduce theft and fraudulent activity

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

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Resources may include
- finances
- facilities
- equipment
- stock and supplies

Records may include
- computerised and manual
- financial statements
- mail
- file maintenance

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- stock list control
- order forms
- petty cash forms

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- effective resource usage

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate II or above, particularly PSPGOV207A Use Technology in the Workplace, PSPGOV201A Work in a Public Sector Environment and PSPGOV202A Communicate in the Workplace

Underpinning knowledge
- relevant legislation and operational procedures
- principles of financial and stock handling management
- relevant OS&H requirements
- EEO, equity and diversity principles

Underpinning skills
- record keeping
- cross cultural competence, including gender and disability

Resource implications
- simulation or case studies for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPGOV205A: PARTICIPATE IN WORKPLACE CHANGE

This unit covers changing own work practice within a workgroup.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV205A/01	Suggest options for change	• Possible changes to aspects of operational work which could improve efficiency and effectiveness are suggested and discussed with the workgroup
PSPGOV205A/02	Contribute to the implementation of change	• Specific changes in own routine operations and procedures are implemented as required • Changes are made to own work practices to achieve service standards and identified outcomes • Available resources and supports are accessed to assist in changing own work practices • The effects of change are discussed with the workgroup • Flexibility and willingness to adapt to change is demonstrated in the workplace

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

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Change in the workplace may include

- implementation of new / revised work practices
- technology change in the workplace
- work location
- client base
- staffing changes
- job role changes
- work priorities

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- change is implemented under supervision

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate II or above, particularly PSPGOV201A Work in a Public Sector Environment and PSPGOV202A Communicate in the Workplace

Underpinning knowledge
- impact of change as it effects individuals and groups
- workgroup practices and service standards
- EEO, equity and diversity principles

Underpinning skills
- team membership
- interpersonal communication
- cross cultural competence, including gender and disability

Resource implications
- simulation or case studies for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPPOLI401A: SUPPORT POLICY IMPLEMENTATION

This unit covers the identification and application of appropriate policy.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPOLI401A/01	Identify relevant policy	• Work situations that are shaped by government or organisation policy are identified • Policy appropriate to particular work requirements is identified and located
PSPPOLI401A/02	Implement policy	• Policy to be implemented is interpreted under direction to identify and plan for change in work practices • Work practices are changed or adopted to reflect policy requirements • Those effected by policy changes are supported to accommodate those changes
PSPPOLI401A/03	Monitor and report policy implementation	• Information that will assist with the evaluation of the validity of policy implementation is gathered, recorded and reported under direction • Information that will assist with the evaluation of the impact of policy implementation on organisational outcomes is gathered, recorded and reported under direction

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

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Policy may include
- government policy
- organisation policy

Information for evaluation may include
- statistical data
- stakeholder opinions

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EVIDENCE GUIDE

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Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- policy is implemented to achieve the outcomes for which it was intended in specific work areas

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit of competency may be assessed with any of the generalist public sector specific units at Certificate III or above

Underpinning knowledge
- range and type of legislation relating to the public sector
- public sector code/s of ethics and code/s of conduct
- organisation and government procedures
- EEO, equity and diversity principles

Underpinning skills
- communication
- numeracy and analytical
- work as a member of a team
- cross-cultural competence, including gender and disability

Resource implications
- simulations or case studies for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to assess consistency in performance

Context/s of assessment
- this competency may be assessed on or off- the- job

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UNIT PSPPROC301A: PROCURE GOODS OR SERVICES

This unit covers the expenditure of public monies on goods or services in accordance with government policy, public accountability requirements and organisational procedures.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPROC301A/01	Plan for procurement of goods or services	• A market assessment is used to identify options for acquiring goods or services in accordance with legislation, policy and procedures • A commercial strategy is used to achieve the procurement outcome, and meet legal and probity requirements • Risk planning is conducted for the procurement activity in accordance with procedures, delegations and guidelines • The process and criteria developed for evaluation of offers from suppliers or service providers are valid, reliable and meet public sector probity requirements • A plan of action is developed to manage the contract in accordance with legislation, policy and procedures
PSPPROC301A/02	Establish contractual arrangements	• Method of requesting and receiving offers is suitable to the procurement activity and occurs in accordance with organisational policy and procedures • Specialist expertise is used to assist in evaluation of offers as required • Evaluation and selection of offer is made in accordance with policy and procedures • Notification of successful and unsuccessful suppliers occurs in accordance with organisational policy and procedures • No commitment is made and contractors do not commence until the contract is formalised • Contractual arrangements are suitable to the procurement activity, legally binding to both parties and formalised and reported in accordance with policy and procedures
PSPPROC301A/03	Manage contracts	• Start-up or transition arrangements are confirmed and monitored • Effective communication strategies are established to ensure relationship with contractor/s is managed effectively • Contractual obligations to contractors are met • Contractor performance is monitored against performance indicators to ensure contractual obligations are being met • Approvals are obtained for any contract variations in accordance with organisational and contractual requirements • Disputes / complaints are investigated, documented and resolved or referred in accordance with contractual requirements • Records are maintained in accordance with organisational and legal requirements to provide an audit trail and for other organisational purposes

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PSPPROC301A/04	Complete contractual arrangements	• Goods or services received meet contractual specification and outcome required • Contracts are finalised, cancelled or terminated in accordance with contractual arrangements • Strategies to manage close out, renewal of the contract or transition to a new contract meet organisational guidelines and public sector standards • Management of the contractor is evaluated and the results used to inform ongoing contract management practices

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

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Legislation and policies may include
- Commonwealth or State/Territory legislation;
- equal employment opportunity and anti-discrimination law
- Commonwealth/State/Territory Government procurement guidelines; organisational policies and practices

Market assessment may include
- structure of and 'players' in the market
- market capability
- market maturity
- market strength
- factors/conditions which may affect supply
- potential impact of intended contracting activity

Evaluation of options may include
- stakeholder consultation
- confirmation that a procurement process is necessary
- development of a business case
- comparison of internal versus outsourced provision
- whether to buy or lease

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Key elements of a commercial strategy may include
- consultation with key stakeholders
- expenditure budget meets organisational requirements for probity and accountability
- procurement process agreed by users, documented, and meets legal and probity requirements
- approvals obtained
- contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Methods for requesting and receiving offers may include
- open or restricted tendering and contracting
- expressions of interest
- request for proposal
- request for quotation
- request for tender
- request for offer;
- direct purchases using existing supply agreements such as standing offers;
- common use arrangements
- oral quotations; written quotations
- direct purchase from retail or wholesale outlets
- electronic commerce

Contractual arrangements may include
- verbal and written orders
- purchase order
- government credit card
- petty cash
- memoranda of understanding/ memoranda of agreement
- in-house service level agreements
- contracts
- common use arrangements/ standing offers
- inter/intra-government agreements

Reporting may include
- Gazettals
- public notification
- Transigo
- electronic
- verbal
- annual reports
- internal and/or external
- statistical reports

Records may include
- purchase requests and orders
- tender submissions and proposals
- invoices and payment requests
- statements and petty cash vouchers
- offer and contract documents
- evaluation process documentation
- records of authorised officers' decisions
- corporate credit card transaction statements
- records of supplier performance
- Gazettal notices
- financial statements
- asset registers
- records of conversation

Organisational purposes may include
- reports and other documents
- future procurement planning

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- contract management
- accountability requirements

Ministerials

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and
- exercise of responsible care in the use of public monies
- relevant legislation and procedures understood and applied
- effective contract management

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge
- Commonwealth/State/Territory Government procurement guidelines
- organisation's code of conduct
- suppliers in the marketplace
- common use arrangements
- financial accountability requirements
- probity and ethical issues
- procedures for receipt and payment of goods or services
- procurement approval procedures
- equal employment opportunity, equity and diversity principles

Underpinning skills
- evaluation skills
- numeracy skills for developing and managing a budget and contractual timeframes
- effective consultation and negotiation with suppliers involving oral and written exchanges of sometimes complex information
- cross-cultural competency, including gender and disability
- writing skills for procurement specification in unambiguous terms;
- writing or reading and signing contractual agreements which may include complexity of language and style
- ongoing communication with contractor which may involve explanation or clarification of written and oral information; note-taking at meetings; active listening; checking for understanding;

Resource implications
- assessment may involve candidate's supervisor and other stakeholders in the procurement process.

Consistency of performance
- evidence to be gathered over time across a range of variables

Context/s of assessment
- this competency may be assessed on-the-job or in a simulated work environment
- assessment to be holistic
- competency may be demonstrated through presentation of documented examples of personal work; satisfactory completion of simulated exercises or workplace assessment

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UNIT PSPLEGN301A: COMPLY WITH LEGISLATION IN THE PUBLIC SECTOR

This unit covers the competency to access, seek interpretation of, and comply with legislation and related public sector policy guidelines and procedures.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPLEGN301A/01	Identify legislative requirements	• Information is accessed that covers the range of legislation relating to the workplace and is current and comprehensive • Key requirements of each piece of legislation are identified and confirmed • Requirements are clarified to confirm understanding and ensure consistency of interpretation and application • Clarification is obtained of the way various pieces of legislation are integrated to provide a legislative framework for public sector work • Advice is obtained when apparently conflicting legislative directions are found
PSPLEGN301A/02	Comply with legislative requirements	• Work practices meet the requirements of legislation relating to the work environment • Own conduct is reviewed and feedback from others is used to confirm continuing compliance with legislative requirements
PSPLEGN301A/03	Report incidents of non compliance	• Possible breaches of legislation are raised promptly with an authorised person / body in accordance with organisational procedures • Inadequacies in workplace procedures which may contribute to non-compliance are raised in accordance with organisational procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Legislation and guidelines may include

- public sector employment
- occupational safety and health
- duty of care
- anti-discrimination
- workplace harassment
- equal employment opportunity
- privacy
- freedom of information
- whistleblowers' protection
- professional reporting
- accountability
- affirmative action
- workplace diversity
- fair trading
- trades practices
- competition
- employee relations
- the organisation's enabling legislation
- aspects of common law
- criminal law
- contract law
- employment law and administrative law
- security
- storage
- handling
- classification
- documents
- exhibits
- regulations
- notices
- chief executive officer instructions
- treasurer's instructions
- contractual obligations
- code of ethics/conduct
- guarantee of service
- legislated standards
- State/Territory/Commonwealth / organisational standards
- technical /industrial standards
- professional standards
- industry competency standards

Conflicting legislative directions may include

- apparent contradiction between statutes

apparent conflict between statutes and policy requirements

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EVIDENCE GUIDE

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Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- evidence of compliance with legislation in a range of (2 or more) generalist or specialist work activities eg delivering client services, using financial resources, procuring goods or services, etc; and
- knowledge of a range of legislation, its application in the public sector workplace, and reporting procedures for possible breaches of legislation

Interdependent assessment of units

Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist or specialist units of competency in the Certificate III in Government. Choice from the following units is recommended: PSPGOV305A Access and Use Resources and Financial Systems, PSPGOV307A Organise Workplace Information, and other specialist units such as PSPPROC301A Procure Goods or Services, etc.

Underpinning knowledge

- type of legislation relating to the public sector
- public sector codes of ethics/conduct
- equal employment opportunity, equity and diversity principles

Underpinning skills

- research and analytical skills
- self assessment
- using technology
- using an Internet web browser;
- reading complex and formal documents such as legislation and related materials to apply them to work practices and to identify inappropriate conduct
- advice and discussion involving exchanges of complex oral and written information
- cross-cultural competency, including gender and disability

Resource implications

- simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Consistency of performance

- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPGOV402A: DELIVER AND MONITOR SERVICE TO CLIENTS

This unit covers understanding of service requirements which influence the needs of existing and new clients.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV402A/01	Identify and define client needs	• Client information is used to identify services required • Special needs of clients are recognised and addressed in targeting client services • Potential areas of difficulty in client services are identified and remedial actions taken or recommended
PSPGOV402A/02	Deliver client service	• Response to client enquiries is in accordance with organisational standards of practice and codes of conduct • Service delivery is appropriate, timely and accurately targeted • Accountability mechanisms are identified and used, including organisation client service charter and/or external review
PSPGOV402A/03	Review client service	• Client feedback about service is sought and responded to • Procedural aspects of service delivery are monitored and records maintained as appropriate • Modifications to client service are carried out within area of responsibility and limits imposed by government • Proposals for change are based on feedback on service development and delivery

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

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Client services may include
- any services (or products) provided by the organisation to internal or external clients

Clients may include
- individual members of the public
- Government
- other agencies
- community groups
- other work areas in the organisation
- individual members of the organisation
- senior management

Client special needs may include
- disabilities
- language
- literacy and numeracy
- gender
- culture
- age
- medical conditions
- state of mind
- remote location

Accepted service delivery occurs within
- protocols
- duty of care responsibility
- codes of conduct
- framework of accountability

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria;
- establishing rapport with clients;
- incorporating the requirements of all groups in client service work; and
- dealing with difficult situations

Special note: the provision of client services is always constrained by the availability of resources and it is likely that client needs have to be prioritised or rationed.

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate IV or above, particularly PSPGOV401A Apply Knowledge of Government Processes, PSPGOV403A Use Resources to Achieve Work Unit Goals and PSPGOV406A Gather and Analyse Information

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Underpinning knowledge
- principles of effective client service delivery
- organisation client services provided
- organisational goals and processes
- Government processes
- limitations of resources for service delivery
- EEO, equity and diversity principles

Underpinning skills
- effective communication
- negotiation
- record keeping
- analysing
- cross cultural competence, including gender and disability

Resource implications
- simulation or role play for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off the job

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UNIT PSPGOV405A: PROVIDE INPUT TO CHANGE PROCESS

This unit covers understanding the reasons for change and initiate specific changes related to the work unit.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV405A/01	Suggest options and opportunities for change	• The need for change in work practice within the work unit is identified, suggestions sought and options devised • The options and opportunities for suggested change aim to improve efficiency and effectiveness of the workgroup • The options and opportunities for suggested change aim to improve efficiency and effectiveness of the work environment
PSPGOV405A/02	Encourage commitment to workplace change	• Positive action is demonstrated in the change process • The needs of individuals are identified and considered when implementing change • Individuals are involved in the change process as appropriate • Support is provided to colleagues on adjusting to change • Issues requiring further action are identified and dealt with
PSPGOV405A/03	Provide feedback on the effectiveness of change	• Effects of change within the workgroup are monitored and discussed with supervisor to ensure smooth implementation • Problems related to implementing change are identified, reported on and solutions sought

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

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RANGE OF VARIABLES

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Change may include
- imposed, self-initiated or through identifying opportunities
- implementation of new work practices
- legislative change
- changes in the machinery of government
- technology transfer to the workplace
- changing work practices and procedures
- staffing changes

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria;
- change is implemented under supervision;
- the needs of particular groups are identified in the change process; and
- affected staff are involved in the process as appropriate

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate IV or above, particularly PSPGOV401A Apply Knowledge of Government Processes, PSPGOV403A Use Resources to Achieve Work Unit Goals, PSPGOV404A Develop and Implement Work Unit Plans and PSPGOV406A Gather and Analyse Information

Underpinning knowledge
- organisational structure and culture
- effects of change in the workplace
- EEO, equity and diversity principles

Underpinning skills
- interpersonal communication
- problem solving
- team skills
- monitoring and observation
- cross cultural competence, including gender and disability

Resource implications
- simulation or case studies for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPGOV504A: CO-ORDINATE RESEARCH AND ANALYSIS

This unit covers identifying and undertaking research and analysing research findings to develop advice and recommendations.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV504A/01	Identify and undertake research	
PSPGOV504A/02	Analyse information and apply the results of analysis	
PSPGOV504A/03	Manage information systems	• Information systems are maintained so that data and system integrity is guaranteed • A range of standard and complex information systems and applications are maintained in accordance with organisation standards • Information systems are reviewed and updated as necessary
PSPGOV504A/04	Compile reports from information systems	• The findings from analysing information are used to provide advice and develop policies and solutions which meet client needs and organisation standards • Reporting of results of analysis of information is logically sequenced, concise and clear, and includes predictions, assumptions and constraints

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

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Information is defined by the operations of the organisation and may include

- organisation materials

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- client information
- market trends
- registries and file records
- library materials
- financial records
- statistical information
- personal records
- legislation
- policies

Analysis may include
- application of statistical methods
- mathematical calculations
- critical analysis
- problem solving

Relevant information systems may include
- computers
- communication channels
- records management
- data
- procedures
- protocol
- legislation, guidelines and awards
- organisation, legal and policy materials
- client information
- market trends
- registries and file records
- library
- financial records
- basic statistical information
- personnel records

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Diploma level or above, particularly, PSPGOV501A Co-ordinate a Workgroup, PSPGOV502A Develop, Provide, Promote and Evaluate Client Services, PSPGOV503A Co-ordinate Resource Allocation and Usage, PSPGOV601A Apply Knowledge of Government Systems, PSPGOV602A Establish Maintain External Networks and PSPGOV603A Develop a Tender Submission

Underpinning knowledge
- data collection and management procedures
- standard reporting procedures
- EEO, equity and diversity principles

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Underpinning skills

- statistical analysis
- manual and computerised techniques for information management
- analysis techniques
- cross cultural competence, including gender and disability

Resource implications

- simulation and role play for off the job assessment

Consistency of performance

- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment

- this competency may be assessed on and off-the-job

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UNIT PSPGOV601A: APPLY KNOWLEDGE OF GOVERNMENT SYSTEMS

This unit covers the application of a knowledge of linkages between government organisations and between governments and an understanding of the broader political context.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV601A/01	Apply a knowledge of organisational linkages	• Decisions, advice and actions make effective use of a comprehensive and up to date knowledge of the linkages between government organisations, quasi-government organisations and non-government organisations
PSPGOV601A/02	Apply a knowledge of inter-governmental linkages	• Decisions, advice and actions taken make effective use of a comprehensive and up-to-date knowledge of the linkages between governments
PSPGOV601A/03	Apply a knowledge of political context	• Decisions, advice and actions taken make effective use of a comprehensive and up-to-date knowledge of the current political environment

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	2
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

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Inter-governmental linkages may include
linkages between:
- National Governments and
- Federal Government and
- State and Territory Governments and
- Local Governments

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Political context may include
- political parties and policies
- political evolution and reform
- political powers, processes and activities
- community organisations, lobby groups and other interested parties
- world / regional politics, pacts and agreements

Organisational linkages may include
performance partnerships between:
- Government and
- government organisations and
- quasi-government organisations and
- non government organisations

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- work performance reveals a sound understanding of the organisation in its political and governmental context

Interdependent assessment of units
Pre-requisite unit: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Diploma level or above, particularly PSPGOV502A Develop, Provide, Promote and Evaluate Client Services, PSPGOV504A Co-ordinate Research and Analysis, PSPGOV602A Establish and Maintain External Networks and PSPGOV603A Develop a Tender Submission

Underpinning knowledge
- organisational knowledge
- legislation, regulations, guidelines, policy, practices
- ethical standards
- governance practices
- EEO, equity and diversity principles

Underpinning skills
- acquire information (learn)
- retain information (remember)
- recall information
- discard redundant information
- cross cultural competence, including gender and disability

Resource implications
- simulation or case studies for off the job assessment

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPETHC502A: PROMOTE THE VALUES AND ETHOS OF PUBLIC SERVICE

This unit covers the responsibility of those in public service to model and encourage in others the highest standards of ethical conduct.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPETHC502A/01	Promote ethical standards	• The ethical obligations of public service and the consequences of unethical conduct are explained to others in a manner suited to their levels of understanding, experience and specific needs • Conduct of self and others is assessed against ethics standards and guidelines and feedback or assistance is timely, constructive, and consistent • Impartial and politically neutral advice is provided in accordance with organisational procedures • Resolution and/or referral of ethical problems identified in dealings with staff and the public are used as learning opportunities within the workgroup without compromising privacy and confidentiality considerations
PSPETHC502A/02	Assist staff to avoid conflicts of interest	• Conflict of interest requirements are explained to staff using language and supporting material suitable to their needs and the situations they are likely to experience • Matters involving competing interests or conflicting views on appropriate action are discussed with staff, and resolved or referred in accordance with policy and guidelines
PSPETHC502A/03	Model and foster integrity of conduct	• Personal work practices provide a consistent example of desired ethical conduct • Directions to staff are ethical, lawful and reasonable and staff are protected from reprisals for refusing directions to act unethically • The principles of procedural fairness are modeled and explained to others using strategies and language suited to their levels of understanding, experience and specific needs • Decision-making which upholds ethical standards is used, promoted and explained to others • The risk of unethical conduct is assessed in accordance with organisational guidelines, and changes to policies or practices are recommended to improve outcomes • The reporting of suspected unethical conduct is encouraged, dealt with in a confidential manner and acted on promptly, and in accordance with policy and procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	3

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Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

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Ethical standards may include
- public sector standards
- standards referred to in State/Territory or Commonwealth legislation
- codes of ethics
- organisational codes of conduct
- organisational mission and values statements
- organisational procedures/guidelines
- government policy
- professional standards

Consequences of unethical behaviour may include
- disciplinary action
- transfer
- demotion
- dismissal
- legal liability, etc as outlined in legislation, policy and/or guidelines

Legislation and guidelines may include
- legislation for public sector management
- freedom of information legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- equity guidelines, workplace diversity guidelines
- Ministerial directions
- State/Territory or Commonwealth codes of ethics
- organisational codes of conduct
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- legal precedents

Conflicts of interest may include
- both potential and actual conflicts
- bribery
- improper use of official information
- gifts
- entertainment
- outside employment
- intellectual property
- favours for friends, relatives
- memberships of organisations
- political activity
- pecuniary and non-pecuniary conflicts

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Principles of procedural fairness may include
- the right to be heard/put your case
- the right to be informed of a complaint or case against you
- the right to know reasons for decisions affecting you
- the right to privacy
- the right to representation
- the right to remain silent
- the decision maker should not be a judge in his/her own cause
- in accordance with the law

Safeguarding the use of public resources includes
- ensuring use is honest, justified, not wasteful / extravagant and in accordance with technical/safety specifications

Unethical conduct may include
- fraud, corruption, maladministration and waste
- unauthorised access to and use of information, money/finances, vehicles, equipment, resources
- improper public comment on matters relating to the government and/or the organisation
- falsifying records; giving false testimonials; dishonesty
- improper use of telephones, credit cards, frequent flyer points, e-mail and Internet
- extravagant or wasteful practices
- personal favours; preferential treatment
- compromising behaviour including sexual harassment
- directing others to act unethically
- oppressive / coercive management decisions
- resorting to illegality to obtain evidence

Ethical problems which may need to be referred rather than resolved at this level may include
- conflict between public sector standards and personal values
- conflict between public sector standards and other standards eg professional standards
- conflict between public sector standards and directions of a senior officer or Minister
- tension between two "rights" eg right to privacy versus right to freedom of information
- conflict regarding issues of personal and organisational intellectual property

Actions relating to the reporting of unethical conduct may include
- protection and support of those reporting unethical conduct
- informal, low key investigation and evidence gathering to confirm allegations
- referral to authority identified in guidelines
- use of confidant programs (ie whistleblower protection programs, organisational professional reporting procedures)

EVIDENCE GUIDE

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Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and
- evidence of ethical conduct in a range of (2 or more) generalist or specialist work activities eg developing client services, coordinating financial resources, providing HR services, conducting investigations; letting contracts etc

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist units in the Diploma in Government or specialist units of competency in Certificate IV qualifications or higher. Choice from the following units is recommended: PSPGOV502A Develop, Provide and Evaluate Client Services, PSPGOV503A Coordinate Resource Allocation and Usage, and other specialist units such as PSPHR601A Manage Recruitment and Selection Processes, PSPPROC403A Award Contracts, PSPPM502A Manage Projects etc.

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Underpinning knowledge

- knowledge implicit in PSPETHC301A Uphold the Values and Principles of Public Service
- public sector ethics
- relevant code of ethics
- relevant code of conduct
- relevant legislation eg related to privacy, freedom of information, equal employment opportunity, human rights, whistleblower protection
- procedural fairness
- equal employment opportunity, equity and diversity principles
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct

Underpinning skills

- skills implicit in PSPETHC301A Uphold the Values and Principles of Public Service
- ethical decision-making
- cross-cultural competency, including gender and disability
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- use of a variety of words and language structures to explain complex ideas to different audiences
- strategies to clarify understanding
- written advice and reports requiring precision of expression
- analytical skills
- risk assessment
- information technology skills
- using an Internet web browser

Resource implications

- simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Consistency of performance

- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPPOLD401A: CONTRIBUTE TO THE DEVELOPMENT OF POLICY

This unit covers the provision of assistance to the policy development process.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPOLD401A/01	Gather information on policy implementation / needs	• Information required to support the policy development and implementation process is identified, gathered, recorded and stored as required
PSPPOLD401A/02	Contribute to the evaluation of policy, its development and implementation	• Information relating to the expected outcomes of the policy is identified, gathered, recorded, stored and analysed before, during and/or following policy implementation as required • Information relating to the process of policy development is identified, gathered, recorded, stored and analysed during policy development as required
PSPPOLD401A/03	Provide feedback on the development of policy	• Oral or written feedback on the policy development process, policy implementation and the policy itself is provided to the policy developer

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

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Policy may include
- any policy required by an organisation for its own functioning or to meet board or government directives

Information gathering may include
- consulting with stakeholders
- developments in other public sector or private sector organisations

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- evaluation of similar policies
- benchmarking
- pilots or trials of policy
- quantitative or qualitative data
- survey instruments

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- the process of development of policy is supported

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public service specific units at Certificate III or above

Underpinning knowledge
- government processes
- organisation processes
- EEO, equity and diversity principles

Underpinning skills
- communication
- ability to work in a team
- research and evaluation
- cross-cultural competence, including gender and disability

Resource implications
- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
- this competency should be assessed on -the-job where possible

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UNIT PSPLEGN501A: PROMOTE COMPLIANCE WITH LEGISLATION IN THE PUBLIC SECTOR

This unit covers the competency to encourage and assist others to comply with legislation and related public sector policy guidelines and procedures.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPLEGN501A/01	Model and encourage compliance with legislative requirements	• Personal work practices provide a consistent model of compliance with legislative requirements • Responses to staff enquiries about the legislative requirements of the workplace are timely, consistent and constructive • The consequences of non-compliance relating to a range of legislation are explained to staff using language and materials suited to their levels of experience, learning styles and individual needs
PSPLEGN501A/02	Monitor compliance with legislative requirements	• Compliance with legislative requirements is monitored in accordance with organisational procedures • Compliance issues are resolved or referred in accordance with organisational policy and procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	2

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.

Legislation and guidelines may include

- public sector employment
- occupational safety and health
- duty of care
- anti-discrimination
- workplace harassment

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- equal employment opportunity
- privacy
- freedom of information
- whistleblowers' protection
- accountability
- affirmative action
- workplace diversity
- fair trading
- trades practices
- competition
- employee relations
- the organisation's enabling legislation
- aspects of common law, criminal law, contract law, employment law and administrative law
- employment entitlement contract
- regulations
- notices
- chief executive officer instructions
- treasurer's instructions
- contractual obligations
- code of ethics/conduct
- guarantee of service
- legislated standards
- State/Territory/Commonwealth / organisational standards
- technical / industrial standards
- professional standards
- industry competency standards

Consequences of non-compliance may include
- disciplinary action
- transfer
- demotion
- dismissal
- legal liability

Inadequacies in procedures may include
- insufficient financial controls
- insecure Internet/fax access
- unauditable records processes
- ambiguous guidelines

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and
- evidence of compliance with legislation in a range of (2 or more) generalist or specialist work activities eg developing client services, coordinating financial resources, providing HR services, conducting investigations; letting contracts etc; and
- knowledge of requirements of legislation and related government policy and directions; and
- adjustment of communication to suit different audiences

Interdependent assessment of units
Pre-requisite unit: Nil
Co-requisite units: Nil

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Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist units in the Diploma in Government or specialist units of competency in Certificate IV qualifications or higher. Choice from the following units is recommended: PSPGOV502A Develop, Provide, Promote and Evaluate Client Services, PSPGOV503A Coordinate Resource Allocation and Usage, and other specialist units such as PSPHR601A Manage Recruitment and Selection Processes, PSPPROC403A Award Contracts, PSPPM502A Manage Projects etc.

Underpinning knowledge

- knowledge implicit in PSPLEGN301A Comply with Legislation in the Public Sector
- legislation relating to the public sector
- regulations, guidelines, policy, practices
- public sector codes of ethics/conduct
- public policy processes
- government processes
- governance practices
- equal employment opportunity, equity and diversity principles

Underpinning skills

- skills implicit in PSPLEGN301A Comply with Legislation in the Public Sector
- analytical and research skills
- people skills - conflict resolution, coaching, problem solving
- information technology skills, using an Internet web browser;
- reading and explaining complex and formal documents such as legislation and codes of ethics and applying them to work practices
- advice and discussion involving exchanges of complex oral and written information
- cross-cultural competency, including gender and disability

Resource implications

- simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Consistency of performance

- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPPOLD501A: DEVELOP ORGANISATION POLICY

This unit covers the development of 'in house' operational policy in an organisation, formulated to facilitate the implementation of government or board directives.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPOLD501A/01	Identify, select and define organisation policy issues	• Events, issues or government or board policies likely to require changes to organisation policy are accurately identified • The implications and impact of events that might require policy development are identified • Priority areas for policy development are recommended • Policy requirements are defined in terms of context, issues to be addressed, expected outcomes, possible complications, precedents and key stakeholders
PSPPOLD501A/02	Gather and analyse information for organisation policy development	• Information required to support the policy development process is identified • Information required to support the policy development process is gathered, analysed and interpreted • An analytical framework for the development of an appropriate organisation policy is determined
PSPPOLD501A/03	Formulate and communicate organisation policy options	• A range of policy options is developed for the organisation, including mechanisms for implementation, monitoring and evaluation • The range of policy options is communicated in a timely and understandable way to those responsible for selecting the policy direction • Recommendations are made for policy options based on likely effectiveness, implementation time frame and costs (including infrastructure), interaction with other policies (existing or being developed) and consistency with broader government policy • Where appropriate, specific policy options are promoted to executive within the organisation
PSPPOLD501A/04	Select most appropriate organisation policy option and communicate organisation policy decisions	• If responsible for selection, the most appropriate policy option is selected based on information provided • An appropriate method of implementation is identified and agreed (including pilot) • All stakeholders, particularly those who will be responsible for implementing the new or revised policy are fully informed of the nature of the policy change, the outcomes expected by stakeholders, issues, expected costs, timelines and contextual factors (including any impact on other related policies) • Where necessary the selected policy option is marketed to stakeholders
PSPPOLD501A/05	Evaluate organisation policy(s)	• Information relating to the actual outcomes of organisation policy is gathered during and following policy implementation and analysed and reported • Recommendations for the improvement of organisation policy are prepared • Potential or impending organisation policy changes are identified and strategies prepared to respond to those

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changes

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

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Organisation policy may include

- any aspect for which an organisation considers policy development is required, such as policies relating to human resources, administration, financial management, work practices, training, information technology, technical / professional requirements

Analytical frameworks may include

- logical/rational (including best practice), incremental or radical transformation

Information gathering may include

- consulting with stakeholders
- developments in other public sector or private sector organisations
- evaluation of similar policies
- benchmarking
- information technology, including internet

Events may include

- pilots or trials of policy
- restructure, changes to legal risks, changes in strategic direction, changes to legislation and 'whole of government' policies

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence

- integrated demonstration of all elements of competency and their performance criteria;
- organisational policy is developed that facilitates the efficiency of the organisation and the implementation of board or government directives; and
- the performance of this competency would not normally be linear (element by element) but would involve a number of cycles through each of the elements and may be demonstrated through a number of separate policy development activities

Interdependent assessment of units

Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public service specific units at Diploma level or above particularly in Ethics & Accountability

Underpinning knowledge

- government processes, policies and priorities
- organisational processes
- relevant specialist knowledge
- EEO, equity and diversity principles

Underpinning skills

- analytical and research
- decision-making
- evaluation
- communication and consultation
- marketing and negotiation
- ability to work in a team
- public service ethics and accountability
- relevant specialist skills
- cross-cultural competence, including gender and disability

Resource implications

- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance

- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment

- this competency should be assessed on -the-job where possible

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UNIT PSPPM401A: DEVELOP A PROJECT

This unit covers project planning for generally low risk projects which may be small scale and managed by one person or a person managing a small team.

When this unit is completed in conjunction with PSPPM402A and PSPPM403A, the three units together are equivalent to the eight private sector Project Management competency standards: BSX154L402A - BSX154L409A inclusive.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPM401A/01	Identify project goals and objectives	• Project aims and objectives are clearly defined in the project plan and milestones and performance indicators required to achieve deliverables are identified • Stakeholders are identified and their requirements addressed in the project plan • The project is designed in accordance with the organisation's policies and procedures and in consultation with specialists to meet user requirements • Indicators to monitor the performance of the project are developed, under guidance, and agreed by relevant parties
PSPPM401A/02	Undertake initial analysis	• Research and analysis is undertaken to identify constraining factors and alternate options • Scoping of the project is undertaken to organisational standards and within guidelines • Options and solutions are identified, advice is sought and recommendations made in an analysis report which reflects the strategic direction of the organisation/work unit
PSPPM401A/03	Undertake project planning and assess risks	• Relevant specialists are consulted to advise on potential risks and options to manage risks are investigated and clearly recorded in the project plan • Project plans are developed in consultation with relevant parties and appropriate approvals are sought and recorded • Project outcomes are stated in measurable and achievable forms
PSPPM401A/04	Develop a strategy to achieve objectives	• A strategy, which meets the organisation's guidelines, is developed and presented to stakeholders to gain project support • Issued terms of reference are clarified and actioned to resource the project office, and roles and responsibilities of team members and stakeholders are clarified and agreed • Processes for monitoring, evaluating and reporting performance against project objectives are developed and implemented in accordance with organisational policy and practice

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

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Policy and procedures may include
- government legislation (Federal, State and Local) affecting organisation's administration ie public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, security, strategic plans, recruitment, risk management and procurement guidelines

Stakeholders may include
- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- the organisation's senior management
- Ministers

Constraining factors may include
- political
- industrial
- legislative
- technical
- financial
- social
- cultural
- security/privacy
- environmental
- logistic support

Project plans may include
- financial management
- acquisition strategies
- risk management
- project implementation

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- HRD/HRM resource management
- intellectual property
- quality assurance
- milestones
- evaluation criteria

Relevant specialists may include
- legal
- technical
- financial
- other functional areas
- other relevant agencies
- logistics

Risk management methods may include
- acceptance
- avoidance
- minimisation

Documented information may include
- plans detailing objectives, milestones, resource requirements, outcomes, performance indicators and evaluation criteria
- acquisition strategies

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- documented information and/or examples of personal work which confirm that the performance criteria have been applied on the job within relevant contexts outlined in the range statements

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- market capability
- project management principles
- organisational project approval processes

Underpinning skills
- negotiation techniques
- planning methods

Resource implications
- no special requirements

Consistency of performance
- knowledge and performance to be assessed over time to assess consistency

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPPM402A: IMPLEMENT PROJECTS

This unit covers project management for generally low risk projects which may be small scale and managed by one person or a person managing a small team.

When this unit is completed in conjunction with PSPPM401A and PSPPM402A, the three units together are equivalent to the eight private sector Project Management competency standards: BSX154L402A - BSX154L409A inclusive.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPM402A/01	Apply knowledge of project management tools	• A planning and monitoring system is applied and progress is reported to stakeholders • Financial management systems are applied to address accountability standards • A working knowledge of project management tools is used to achieve project outcomes
PSPPM402A/02	Implement acquisition activities	• A contract is developed which is auditable in terms of scope of work, performance, deliverables, probity, fairness and value for money • Project change proposals are considered and changes recommended and documented in accordance with policy and procedures • Project plans and contracts are monitored, reviewed and amended as appropriate, and outcomes reported to stakeholders • Project progress is regularly reported in relation to agreed milestones to provide a measure of performance throughout the life of the contract • Disagreements and disputes are resolved to the satisfaction of stakeholders or referred to a higher authority
PSPPM402A/03	Integrate project activities	• All aspects of the project are continually monitored and action taken to integrate them • Consultation mechanisms are identified and applied when consulting staff and contractors to discuss progress to ensure effective outcomes • Programmed review of objectives and achievement is implemented
PSPPM402A/04	Arrange building / trialing / testing of project	• Project outcomes, performance standards and project objectives are analysed against specifications, under broad guidance, and the results reported to stakeholders • An initial support package is produced and offered to those stakeholders who will be required to adopt the project outcomes • An understanding of environmental and cultural awareness is applied to identify options for stakeholders to take account of these factors • Operational and support authorities are consulted to research the requirement for testing and evaluation and the recommendations included in the project plan

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KEY COMPETENCIES

Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

RANGE OF VARIABLES

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Project management tools may include
- critical path method (CPM)
- Bar and Gantt Charts
- work breakdown structures
- Program Evaluation and Review Technique (PERT)
- data base project management packages
- spreadsheets
- recording systems - electronic and manual

Policy and procedures may include
- government legislation (Federal, State and Local) affecting organisational administration ie. public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans

Contracts may include
- verbal orders
- written orders
- partly verbal and partly written orders
- deeds of agreement
- agreements and understandings of a non-legal nature

Stakeholders may include
- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- principals
- senior management
- Ministers

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Project plans may include
- financial management
- acquisition strategies
- risk management
- project implementation
- HRD/HRM resource management
- intellectual property
- quality assurance
- milestones
- evaluation criteria

Integration of project activities may include
- scope
- time
- cost
- quality
- Human Resources
- communications
- risk
- procurement

Contract change proposals may include
- engineering
- technical
- administration
- scope

Specifications may include
- functional
- technical
- performance
- material

Documented information may include
- a contract
- spreadsheet
- progress reports
- performance reports against milestones

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job within relevant contexts outlined in the range statements

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- contract law
- scope of project

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- procurement guidelines
- the organisation's culture
- political climate

Underpinning skills
- negotiation techniques
- simple project management techniques

Resource implications
- no special requirements

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPPM403A: CLOSE PROJECTS

This unit covers project evaluation and reporting for generally low risk projects which may be small scale and managed by one person or a person managing a small team.

When this unit is completed in conjunction with PSPPM401A and PSPPM402A, the three units together are equivalent to the eight private sector Project Management competency standards: BSX154L402A - BSX154L409A inclusive.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPM403A/01	Implement project review activities	• Evaluation of project achievement against objectives is undertaken and reported to stakeholders • Action to rectify problems in meeting client needs is recommended and documented • Information obtained from the evaluation of the project may be used to improve relevant policy and practice
PSPPM403A/02	Close project	• Recommendations are made for the redeployment of staff and other resources, in accordance with human resource management policies and practices • Lessons learned are documented and reported to the stakeholders to assist in continuous improvement • Stakeholders are advised of procedures and authorities for initial support, where relevant

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	1
Using technology	1
Working with others and in teams	1

RANGE OF VARIABLES

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Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisational administration ie. public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans

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Project plans may include
- financial management
- acquisition strategies
- risk management
- project implementation
- HRD/HRM resource management
- intellectual property
- quality assurance
- milestones
- evaluation criteria

Stakeholders may include
- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- principals
- the organisation's senior management
- Ministers

Documented information may include:
- transfer documents
- project completion report
- supplier performance reports
- through life support plans

EVIDENCE GUIDE

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Critical aspects of evidence
- documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job prior within relevant contexts outlined in the range statements

Interdependent assessment of units
Pre-requisite unit: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- HRM policies
- training options
- project specifications and objectives

Underpinning skills
- analytical skills
- evaluation techniques

Resource implications
- no special requirements

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPHR501A: CO-ORDINATE CAREER DEVELOPMENT STRATEGIES AND PLANS

This unit covers coordination of career development strategies and plans which address the present and future needs of the organisation, groups and individuals.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPHR501A/01	Identify the career development needs of the organisation, groups and individuals	• The present and future career development needs of individuals, specific occupational groups and the organisation's competence requirements are identified through consultation with key stakeholders • An analysis of information acquired through consultation is conducted to formulate key career development needs areas • Career development needs are prioritised on the basis of consultation
PSPHR501A/02	Design career development strategies and plans	• Strategies and plans are based on good practice models and contemporary theories and practices of 'career development' and are integrated with other key human resource functions and areas • Strategies and plans are designed to cater for employees at different 'career stages' • Strategies and plans are based on the principles of natural justice, equity and fairness • Opportunities to outsource career strategies and plans are identified and evaluated • A range of techniques is considered to respond to the needs of a diverse employee base • A variety of information sources and consultations with key stakeholders are used to design strategies and plans • Information and advice is provided to facilitate effective implementation, monitoring and evaluation of strategies and plans • Career development strategies and plans are promoted and supported within the organisation to facilitate awareness and access
PSPHR501A/03	Co-ordinate implementation of career development strategies and plans	• An implementation plan is agreed in consultation with key stakeholders • Systems are developed and implemented to monitor the effectiveness of career development strategies and plans in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers • External and/or internal trends or events which have an effect on the organisation's career development strategies and plans are monitored and responses formulated\par Adjustments to strategies and plans are implemented as a result of monitoring and/or changed internal/external trends and/or events • The strategies and plans are monitored to gauge their effectiveness in providing support to staff involved in implementation
PSPHR501A/04	Evaluate career development strategies and plans	• A reliable and valid evaluation methodology is developed and implemented

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- A variety of information sources, including the perspectives of key stakeholders, is collected and analysed to determine the efficiency and effectiveness of career development strategies and plans
- The evaluation methodology allows for the organisation's strategies and plans to be compared with national and/or international models of good practice in employee career development
- Recommendations on modifications or enhancements are formulated and referenced in future revision of career development strategies and plans

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	3

RANGE OF VARIABLES

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Legislation and Policies may include
- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Stakeholders may include
- all those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include users of the human resource service
- employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- ministers

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Career development strategies and plans may include

- assessment and development centres
- feedback
- counselling
- personal and career development planning
- induction and orientation programs
- career management
- succession planning
- competency development processes
- secondments
- education and training programs
- self-analysis and self-assessment
- psychometric and other testing methods
- industry experience
- job exchange
- higher duties

Career stages include

- early and initial career
- mid-career
- late career
- near retirement

Methods of promotion of strategies and plan may include

- written documentation
- manuals
- policy and procedure statements
- guides
- information brochures and pamphlets
- oral advice and guidance
- one on one meetings
- small group meetings
- telephone contact and/or electronic mail
- training programs

Internal and external factors impacting upon career development strategies and plans may include

- changed financial or political circumstances
- downsizing or organisation restructuring
- retention of high performing employees
- opportunities for outsourcing changes in legislation or core business activities
- changes in activities or aspirations of customers
- organisational changes
- labour market

Information for evaluation sources may include

- basic statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data
- succession planning
- performance management plans and outcomes
- career development objectives, budget, timelines and allocated resources

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- the integrated demonstration of all elements and their performance criteria; and
- the establishment and maintenance of effective career development strategies and plans which are integrated with organisational workforce/succession planning and performance management processes.

Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Diploma level or above. It is recommended that co-assessment occurs with some or all of the following units: PSPETH501A Promote the Values and Ethos of Public Service; PSLEGN501A Promote Compliance with Legislation in the Public Sector; PSPGOV501A Coordinate a Work Group

Underpinning knowledge

- career development and career management as concepts within an organisational context
- range of career development strategies and plans
- concept of 'career stages'
- understanding of the organisation's strategic goals and their implications for future human resource requirements
- human resource strategy and planning
- importance of retaining human/intellectual capital within an organisation through career development strategies and plans
- human resource strategy and workforce planning
- role of employee representatives and employee organisations
- careers guidance and counselling strategies
- career management concepts
- strategies for the management of one's own career
- range of development strategies
- adult learning principles
- development needs analyses techniques
- facilitation techniques
- understanding of succession planning
- competency concept
- relevant jurisdictional legislation which applies to human resources
- concept of outsourcing
- understanding of organisational goals, policies and procedures
- understanding of the concept of diversity and its integration within and across all human resource functions and areas
- understanding of the relationships between human resource functions
- EEO, equity and diversity principles
- human resource policies and practices
- familiarity with national and/or international models of good practice in career development
- range of evaluation methodologies

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Underpinning skills

- effective consultation with stakeholders
- counselling and negotiation skills
- project management and evaluation skills
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- mentoring, training, facilitation and coaching skills
- cross cultural competency including gender and disability

Resource implications

- case studies or simulated workplace for off-the-job assessment

Consistency of performance

- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPHR502A: CO-ORDINATE EMPLOYEE SUPPORT SYSTEMS

This unit covers the provision and co-ordination of support systems to underpin organisational commitment to employees.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPHR502A/01	Identify the employee support needs of the organisation, groups and individuals	• The present and future employee support needs of individuals, specific occupational groups and the organisation are identified through consultation with key stakeholders • An analysis of information acquired through consultation is conducted to formulate key employee support needs areas • Employee support needs are prioritised on the basis of consultation with key stakeholders
PSPHR502A/02	Develop employee support systems	• A variety of information sources and consultations with key stakeholders are used to develop systems • Systems are formulated to meet the specific present and future needs of individuals, a range of occupational groups and the organisation • Systems are based on good practice models and contemporary theories and practices of 'employee support' and are integrated with other key human resource functions and areas • Opportunities to outsource employee support systems are identified and evaluated • Systems developed are based on the principles of natural justice, equity and fairness • Information and advice is provided to facilitate effective implementation, monitoring and evaluation of systems • Employee support systems are promoted and supported within the organisation to facilitate awareness and access
PSPHR502A/03	Co-ordinate the implementation of employee support systems	• An implementation plan is agreed in consultation with key stakeholders • Systems are developed and implemented to monitor the effectiveness of employee support in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers • External and/or internal trends or events which have an effect on the organisation's employee support systems are monitored and responses formulated • Adjustments to employee support systems are implemented as a result of monitoring and/or changed internal/external trends and/or events • The employee support systems are monitored to gauge their effectiveness in providing support to staff involved in implementation
PSPHR502A/04	Evaluate employee support systems	• A reliable and valid evaluation methodology is developed and implemented • A variety of information sources, including the perspectives of key stakeholders, is collected and analysed in order to determine the efficiency and effectiveness of employee support systems • The evaluation methodology allows for the

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organisation's employee support systems to be compared with national and/or international models of good practice in employee support
- Recommendations on modifications or enhancements are formulated and referenced in future revision of employee support systems

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	3

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.

Legislation and Policies may include
- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Stakeholders may include
- all those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include users of the human resource service, employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- ministers

Recruitment and selection processes may include
- job analysis
- job description
- job evaluation

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- recruitment advertising
- use of external agencies
- application processing
- competency profiling
- job classifications, assessment centres
- psychometric assessment
- benchmarking of diversity

Internal and external factors impacting upon employee support systems may include
- changed financial or political circumstances
- downsizing or organisation restructuring
- retention of high performing employees
- opportunities for outsourcing changes in legislation or core business activities
- changes in activities or aspirations of customers
- organisational changes
- labour market

Information for evaluation sources may include
- basic statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data
- recruitment and selection objectives, budgets, timelines and allocated resources

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- the integrated demonstration of all elements and their performance criteria; and
- the coordination of effective employee support systems within the organisation.

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Diploma level or above. It is recommended that co-assessment occurs with some or all of the following units: PSPETH501A Promote the Values and Ethos of Public Service; PSLEGN501A Promote Compliance with Legislation in the Public Sector; PSPGOV501A Coordinate a Work Group

Underpinning knowledge
- concept of employee welfare
- concept of employee well-being
- concept of employee rehabilitation
- privacy legislation and its application
- concept of outsourcing
- importance of psychological and physical fitness
- range of work-related illnesses
- understanding of the concepts of organisation health and organisational culture
- stress and its impact on individual and organisational effectiveness

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- understanding of organisational culture and health
- range of assistance and support programs
- roles of organisations in supporting employees
- counselling techniques
- role of external agencies
- relevant jurisdictional legislation which applies to human resources
- understanding of the concept of diversity and its integration within and across all human resource functions and areas
- EEO, equity and diversity principles
- understanding of the relationships between human resource functions
- human resource policies and practices
- familiarity with national and/or international models of good practice in employee support
- understanding of organisational goals, policies and procedures
- range of evaluation methodologies

Underpinning skills
- effective consultation with stakeholders
- counselling and negotiating skills
- project management and evaluation skills
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- cross cultural competency including gender and disability

Resource implications
- case studies or simulated workplace for off-the-job assessment

Consistency of performance
- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPETHC601A: MAINTAIN AND ENHANCE CONFIDENCE IN PUBLIC SERVICE

This unit covers the provision of effective leadership by those in public service to encourage in others the highest standards of ethical conduct.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPETHC601A/01	Provide ethical leadership	• Ethical conduct is displayed, and reinforced in others • The professionalism required of public servants is communicated and encouraged in ways suited to the diversity of the workforce • Staff are provided with frameworks for ethical decision-making and policy setting, and coaching in their application • Staff are provided with opportunities to develop skills in identifying and resolving situations requiring ethical judgment • Clarification of the ethical aspects of decisions / actions and advice on more complex ethical problems is provided promptly and documented in accordance with organisational policy and procedures • The reporting of suspected unethical conduct is encouraged, dealt with in a confidential manner and acted on promptly, and in accordance with policy and procedures • The work environment is monitored and policies / organisational procedures are evaluated for consistency with public sector standards
PSPETHC601A/02	Balance competing public interests	• Consideration of relevant facts is comprehensive, and weightings given to competing interests are unbiased and defensible • Decision making processes are transparent and accountable and reasoning / grounds for decisions are documented in accordance with policy and procedures • Advice to government regarding policy decisions relating to the public interest, is objective and impartial • Where staff indicate conflicts of interest, action is taken to resolve the situation in accordance with policy and procedures
PSPETHC601A/03	Establish and monitor processes and practices that encourage integrity	• Organisational processes and practices are developed or reviewed to ensure they meet the requirements of procedural fairness and accountability • Processes contain mechanisms to ensure that public resources are used in accordance with public sector ethics standards, policy and/or guidelines • Processes include risk management strategies and meet client, staff and organisational needs for transparency and accountability • Processes and practices are monitored to ensure they encourage, support and protect those reporting unethical conduct from reprisals • Action is taken to ensure that the ethical standard of conduct of contractors is consistent with the requirements of the contracting organisation

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	2
Working with others and in teams	2

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.

Legislation and guidelines may include
- legislation for public sector management;
- freedom of information legislation;
- equal employment opportunity and anti-discrimination law;
- public sector standards;
- Ministerial directions; government policy; legal precedents;
- State/Territory or Commonwealth codes of ethics;
- equity guidelines, workplace diversity guidelines
- organisational codes of conduct; organisational mission and values statements; organisational procedures/guidelines; organisational performance management policy;

Professionalism may include
- ethical conduct
- commitment
- diligence
- courtesy
- respect for others
- able to withstand external scrutiny

Complex ethical problems may include
- conflict between public sector standards and personal values
- conflict between public sector standards and other standards eg professional standards
- conflict between public sector standards and directions of a senior officer or Minister
- tension between two "rights" eg right to privacy versus right to freedom of information

Ethical values and principles may include
- respect for the law
- integrity
- objectivity
- accountability
- honesty

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- openness
- responsibility
- impartiality
- reliability
- diligence
- trustworthiness
- respect for persons
- responsible care

Conflicts of interest may include
- both potential and actual conflicts
- bribery
- improper use of official information
- gifts
- entertainment
- outside employment
- favours for friends, relatives
- memberships of organisations
- political activity
- pecuniary and non-pecuniary conflicts

Organisational processes may include
- strategic planning
- policy development
- recruitment
- selection
- induction
- performance management
- promotion
- disciplinary and grievance procedures
- establishment of an ethics committee within the organisation
- investigations
- procurement and contracting

Procedural fairness may include
- the right to be heard/put your case
- the right to be informed of a complaint or case against you
- the right to know reasons for decisions affecting you
- the right to privacy
- the right to representation
- the right to remain silent
- the decision maker should not be a judge in his/her own cause
- in accordance with the law

Unethical conduct may include
- fraud, corruption, maladministration and waste
- unauthorised access to and use of information, money/finances, vehicles, equipment, resources
- improper public comment on matters relating to the government and/or the organisation
- falsifying records; giving false testimonials; dishonesty
- improper use of telephones, credit cards, frequent flyer points, email and internet
- extravagant or wasteful practices
- personal favours
- preferential treatment
- compromising behaviour including sexual harassment
- directing others to act unethically
- oppressive / coercive management decisions
- resorting to illegality to obtain evidence

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Actions relating to the reporting of unethical conduct may include
- protection and support of those reporting unethical conduct
- informal, low key investigation and evidence gathering to confirm allegations
- referral to authority identified in guidelines
- use of confidant programs (ie whistleblower protection programs, organisational professional reporting procedures)

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and
- evidence of ethical conduct in a range of (2 or more) generalist or specialist work activities eg managing client services, managing financial resources, providing strategic HR services, managing regulatory compliance; management of contracts etc

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist units in the Advanced Diploma in Government or specialist units of competency in Diploma qualifications or higher. Choice from the following units is recommended: PSPGOV601A Establish and Maintain External Networks, PSPGOV603A Develop a Tender Submission, and other specialist units such as PSPHR702A Formulate a Strategic Human Resource Plan, PSPPROC602A Direct the Management of Contracts, PSPPM601A Direct Project Activities etc

Underpinning knowledge
- knowledge implicit in PSPETHC501A Promote the Values and Ethos of Public Service
- public sector ethics
- relevant code of ethics
- relevant code of conduct
- relevant legislation eg related to privacy, freedom of information, equal employment opportunity, human rights, whistleblower protection
- procedural fairness
- equal employment opportunity, equity and diversity principles
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct

Underpinning skills
- skills implicit in PSPETHC501A Promote the Values and Ethos of Public Service
- ethical decision-making
- cross-cultural competency, including gender and disability
- use of a variety of words and language structures to explain complex ideas to different audiences
- strategies to clarify understanding
- analytical skills
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- risk assessment
- written advice and reports requiring reasoning and precision of expression

Resource implications
- simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Consistency of performance
- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPFRAU501A: COMMUNICATE FRAUD CONTROL AWARENESS

This unit covers fraud awareness raising to improve compliance.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPFRAU501A/01	Design fraud control awareness activities	• Need for activities is determined, taking into account identified client needs, feedback from clients and staff and priorities identified in the organisation's fraud control plan • Ideas for new or improved activities are initiated, gathered and assessed, taking into account the human, financial and physical resources required • Approval for fraud awareness activities is obtained from appropriate sources in accordance with organisational guidelines • Appropriate individuals and groups are targeted, formal and informal networks are established and used regularly as communication channels • Precedents in fraud control are incorporated into fraud control awareness activities • Effective training programs are implemented where appropriate • Fraud control awareness activities are linked in an integrated and cohesive manner with organisational ethical and fraud control guidelines, codes of conduct and include relevant aspects of corporate policy • Fraud control awareness activities are based on a knowledge of the organisation's corporate objectives, core business, the culture of the organisation and a knowledge of the organisation's client base
PSPFRAU501A/02	Promote compliance	• Incidents and effects of non-compliance are well publicised • Relevant information is provided in a clear way
PSPFRAU501A/03	Develop and nurture cooperative client relationships	• Clear expectations of clients and contractors are established and documented • Opportunities for establishing contacts and networks with external and internal clients are anticipated in consultation with appropriate work colleagues and managers • Changes in organisational focus are monitored for effects on organisation-client relationships and appropriate action taken to inform clients of changes • Feedback on organisational activities is sought and relayed to appropriate people within the organisation • Organisation's fraud control philosophy, policy and procedures are imparted in a way which facilitates stakeholder understanding • Where appropriate, clients are advised when and how they may modify their practices to meet organisational standards
PSPFRAU501A/04	Conduct fraud awareness sessions	• Fraud awareness sessions are planned and are feasible within existing resource and time constraints • Intended outcomes are identified and are based on realistic expectations of the target audience

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		• Sessions are varied, refined and adapted as indicated by audience response or by changes in the organisation's fraud control strategy and procedures • Adult learning techniques are utilised • Fraud control awareness information is linked with codes of conduct and ethical and fraud control guidelines of the organisation together with its broader corporate goals
PSPFRAU501A/05	Evaluate success of awareness raising activities	• Fraud control awareness activities are assessed against predetermined objectives • Results of evaluation are documented and used as the basis for planning future activities • Opportunities for new fraud awareness activities are identified and acted on when appropriate • Evidence of decrease in level of fraud activities as a result of the activity is sought

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	3
Planning and organising activities	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

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.

Means of information dissemination may include

- computer based information
- newsletters
- written policy manuals and procedures
- internal instructions and guidelines
- videos, pamphlets, posters
- case studies, hypothetical examples
- staff orientation processes
- training and awareness sessions

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- conferences and seminars
- liaison meetings with clients and stakeholders

Information may include
- program guidelines, contractual information

Mechanisms to encourage staff to minimise fraud may include
- awareness raising and training activities
- promulgating agency attitude to fraud and ethical behaviour
- using administrative remedies
- establishing accessible and confidential reporting channels
- publicising agency fraud control practice both within the agency and to clients of the agency.

Needs analysis may include
- consultation with staff, clients, fraud control networks

Networks may include
- contact with peers or colleagues in or outside own agency

Awareness raising may
- formal training sessions, through addressing industry
- associations and consulting groups

Stakeholders may include
- internal or external to the organisation
- agency staff and senior management
- contractors and consultants
- other agencies
- related program staff
- client organisations
- industry associations
- law enforcement agencies

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and

evidence is required of:
- a sound understanding of the agency fraud control policy and its relationship to agency business
- an understanding of fraud and how it relates to the specific functions and activities of the agency together with an understanding of ethical standards required by the agency of its staff and contractors and suppliers
- ability to tailor fraud control awareness information to a variety of audiences

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- jurisdictional fraud control requirements
- agency fraud control strategy and fraud risk management methodology
- agency structure and core business activities
- fraud risk factors in the organisation

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- identified instances of fraud
- adult learning principles

Underpinning skills
- communication
- presentation
- interpersonal

Resource implications
- this unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in approach

Context/s of assessment
- this unit should be assessed on-the-job where possible or in a simulated work environment

Evidence may be collected through:
- review of documentation and plans for fraud control awareness activities
- observation of fraud control awareness sessions conducted
- questions regarding underpinning knowledge about agency fraud control strategy, fraud risk assessment methodology and adult learning principles
- feedback from target audience

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UNIT PSPFRAU502A: ANTICIPATE AND DETECT POSSIBLE FRAUD ACTIVITY

This unit covers the activities required to undertake strategic analysis and detection of fraudulent activities.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPFRAU502A/01	Hypothesise fraud situation	• Hypotheses are formulated and guidelines for input into information system design specified • Data and information collected from a variety of sources including fraud records, audit records, fraud risk assessment, past investigations and other organisations
PSPFRAU502A/02	Initiate projects to test newly identified risk areas	• New projects are initiated and parameters defined in accordance with fraud control plan • Significance and value of the project are justified and are consistent with the fraud control strategy and plan • Previous and ongoing activities in the relevant areas are reviewed for their contributions to the outcomes of the project • Project activities reflect current knowledge, methods and techniques for the identification of risks
PSPFRAU502A/03	Analyse trends in fraud activities and investigations	• All project and investigation outcomes are reviewed to identify emerging patterns of behaviour being reflected in data • Conclusions are drawn from data and statistical information as well as qualitative sources including information gathered and reports from previous investigations • Risks are identified as a result of a project's analysis of trends inside and outside the organisation • Discussion with colleagues and other experienced organisational staff used as additional source of information on trends • Networks are used to provide useful contacts and information for investigation • Performance reports produced which recommend investigations
PSPFRAU502A/04	Recommend course of action	• All relevant elements are considered during evaluation, prior to recommending course of action • Investigation targets are identified, and suggestions for future areas of investigation are referred to management • Advice is provided regarding appropriate controls required to address fraud identified • Management issues are encompassed into response to policy along with acknowledging how public focus and political concerns impact on the management of issues. These concerns are balanced with demands for initiatives in operational areas and contributions to strategic plan • Appropriate suggestions for actions are referred and reports prepared provide the basis for management to support future projects with adequate resources • Data and recommendations are reliable and practical and provide management with workable suggestions • Operational briefings and other presentations are prepared and given as required

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- Opportunities to explain operational issues are taken up
- Information is given in terms that clearly explain the nature of possible risk, with possible solutions outlined
- Recommendations are made for changes to organisational controls to target potential trouble spots

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	1
Working with others and in teams	3

RANGE OF VARIABLES

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Evaluation criteria may include
- political implications of fraud control and their impact on government policy
- public interest factors
- revenue limitations
- strategic direction of the agency
- the variety of agency functions in which fraud may occur
- changes on agency operations
- information gathering or accessing powers and limitations
- various sources of information or data
- likely outcome
- workloads

Methods used to anticipate or detect possible fraud may include
- the analysis of information about fraud received in the agency
- analysis of fraud cases reported and/or investigated
- analysis of data matching across program areas
- incidence of and reasons for any discrepancy

Identification of fraud risks may include
- the analysis of trends in data or from the analysis of information coming from inside or outside the agency

Internal and external networks may provide
- useful contacts and information for investigation and for the development of analysis and detection

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Projects may include
- large data matching/analysis exercises
- information gathering operations
- targeting particular types of fraud
- targeting new or changed operations within the agency
- targeting specific areas identified from larger scale trend analysis
- testing program methodology
- targeting specific groups in agency programs

Actions may include
- the preparation of operational briefing material
- initiation of a particular investigation
- recommendation for legislative change
- administrative change
- change to agency policy
- improved awareness through education
- referral to another agency
- seeking opinion from prosecution agencies

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and

evidence is required of:
- the timely detection of fraud and the identification of fraud trends
- effective utilisation of staff and other personnel in the investigation of trends

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- agency structure and core business
- agency fraud control plan
- external reporting guidelines
- best practice initiatives in fraud control

Underpinning skills
- analytical
- problem solving
- hypothesising
- interpersonal
- communication
- negotiation

Resource implications
- this unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations

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- trends and identified control breakdowns may be used as a teaching tool

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in approach

Context/s of assessment
- this unit should be assessed on-the-job where possible or in a simulated work environment

Evidence for assessment may be gathered through:
- review of reports produced
- number of possible fraudulent activities identified and follow up action initiated
- questions regarding underpinning knowledge of fraud control strategy
- discussion with management and appropriate staff regarding effectiveness of suggested actions

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UNIT PSPPOLI601A: MANAGE POLICY IMPLEMENTATION

This unit covers the interpretation of policy and the management of the policy implementation process.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPOLI601A/01	Interpret and explain policy	• The expected outcomes of policy implementation are clearly stated and communicated to staff • Policy is interpreted relative to workplace responsibilities and accountabilities • The impact on work activities of policy implementation is clearly stated and communicated to staff • Staff are assisted with the interpretation of policy and its application to their work • Policy and its implications are explained to other stakeholders
PSPPOLI601A/02	Apply policy	• Work plans are prepared in consultation with staff to ensure that policy will be correctly implemented • Staff performance is monitored to ensure that it complies with policy • Staff are assisted in adjusting to changes
PSPPOLI601A/03	Evaluate policy implementation	• Information relating to the policy implementation is gathered, analysed and reported to the policy developer • Recommendations for the improvement of the policy implementation process are prepared for the policy developer • Information relating to the expected outcomes of the policy is gathered, analysed and reported to the policy developer • Recommendations for the improvement of the policy are prepared for the policy developer • Potential or impending policy changes are identified and strategies prepared to accommodate those changes

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

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RANGE OF VARIABLES

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Policy may include
- government policy
- organisation policy

Information for evaluation may include
- statistical data
- best practice data
- stakeholder opinions
- information gathered before, during and after policy implementation

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- the implementation of policy is managed to achieve the outcomes for which it was intended

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: this unit of competency may be assessed with any of the generalist public sector specific units at Diploma level or above

Underpinning knowledge
- range and type of legislation relating to the public sector
- public sector code/s of ethics and code/s of conduct
- EEO, equity and diversity principles

Underpinning skills
- written and oral communication
- numerical and analytical
- evaluation
- project management
- report writing
- negotiation & liaison
- team leadership
- identify relevant policy
- implement policy
- marketing
- cross-cultural competence, including gender and disability

Resource implications
- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance
- knowledge and performance to be assessed over time to assess consistency in performance

Context/s of assessment
- this competency should be assessed on-the-job where possible

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UNIT PSPLEGN601A: MANAGE COMPLIANCE WITH LEGISLATION IN THE PUBLIC SECTOR

This unit covers explanation of legislative requirements and the management and evaluation of compliance with public sector legislation and related policy, guidelines and procedures.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPLEGN601A/01	Assure legislative compliance	• Personal conduct demonstrates a commitment to compliance with legislation • Staff are encouraged to discuss, clarify and meet legislative requirements • Staff understanding of legislative requirements is confirmed and action to address professional development needs is timely • Workplace occurrences of compliance and non-compliance are used as learning situations for staff, without compromising privacy and confidentiality considerations
PSPLEGN601A/02	Interpret legislation relating to public sector work	• Knowledge of legislation and related legal opinions is current • Interpretation of legislative requirements is timely, substantiated, and falls within the limits of authority, or is referred for advice
PSPLEGN601A/03	Evaluate compliance outcomes	• Analysis of compliance outcomes is complete and conclusions are valid and supported by evidence • Analysis provides reasons for any failure to achieve compliance and identifies methods of improving outcomes in accordance with government policy and resource constraints • Inadequacies in procedures which allow breaches of legislation to occur are confirmed and rectified promptly in accordance with organisational procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	3

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RANGE OF VARIABLES

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Legislation and guidelines may include

- public sector employment
- occupational safety and health
- duty of care
- anti-discrimination
- workplace harassment
- equal employment opportunity
- privacy
- freedom of information
- whistleblowers' protection
- accountability
- affirmative action
- workplace diversity
- fair trading
- trades practices
- competition
- employee relations
- the organisation's enabling legislation
- aspects of common law, criminal law, contract law, employment law and administrative law
- security provisions re document classification and storage
- regulations
- notices
- chief executive officer instructions
- treasurer's instructions
- contractual obligations
- code of ethics/conduct
- guarantee of service
- legislated standards
- State/Territory/Commonwealth / organisational standards
- technical / industrial standards; professional standards
- industry competency standards

Inadequacies in procedures may include

- insufficient financial controls
- insecure Internet/fax access
- unauditable records processes
- ambiguous guidelines

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- evidence of compliance with legislation in a range of (2 or more) generalist or specialist work activities eg managing client services, managing financial resources, providing strategic HR services, managing regulatory compliance; management of contracts etc; and
- consistent interpretation of information to suit level of understanding of audience; use of mathematical techniques to interpret data and draw conclusions; written advice and reports requiring precision of expression

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Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist units in the Advanced Diploma in Government or specialist units of competency in Diploma qualifications or higher. Choice from the following units is recommended: PSPGOV602A Establish and Maintain External Networks, PSPGOV603A Develop a Tender Submission; and other specialist units such as PSPHR702A Formulate a Strategic Human Resource Plan, PSPPROC602A Direct the Management of Contracts, PSPPM601A Direct Project Activities etc

Underpinning knowledge
- knowledge implicit in PSPLEGN501A Promote Compliance with Legislation in the Public Sector
- legislation relating to the public sector;
- regulations, guidelines, policy, practices;
- public sector codes of ethics/conduct;
- equal employment opportunity, equity and diversity principles
- public policy processes;
- government processes;
- governance practices

Underpinning skills
- skills implicit in PSPLEGN501A Promote Compliance with Legislation in the Public Sector
- analytical and conceptual skills;
- people skills - conflict resolution, coaching
- cross-cultural competency, including gender and disability
- problem solving;
- information technology skills;
- reading and explaining complex and formal documents such as legislation and codes of ethics and applying them to work practices;
- advice and discussion involving exchanges of complex oral and written information

Resource implications
- simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Consistency of performance
- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPPOLD502A: MANAGE THE POLICY DEVELOPMENT PROCESS

This unit covers the management of the development of organisation policy and public policy.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPOLD502A/01	Plan and implement a policy development process	• A policy development process is planned and implemented in accordance with current organisation and government guidelines
PSPPOLD502A/02	Manage the policy development process	• Appropriate resources are identified and allocated • Progress of policy development is monitored and adjusted to respond to contingencies
PSPPOLD502A/03	Evaluate the policy development process	• Criteria for evaluating the effectiveness of the policy development process are identified and communicated to policy developers • Information relating to the effectiveness of the process of policy development is gathered during policy development • Information relating to the process of policy development is analysed and interpreted
PSPPOLD502A/04	Recommend improvements to the policy development process	• Recommendations for the improvement of the policy development process are prepared and disseminated • Policy developers are assisted with the adoption of new policy development approaches

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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.

Policy may include

- any policy required by an organisation for its own functioning or to meet board or government directives

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Information gathering may include
- consulting with stakeholders
- developments in other public sector or private sector organisations
- benchmarking
- quantitative or qualitative data
- survey instruments

Resources may include
- personnel
- infrastructure
- financial

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria; and
- policy is developed efficiently and effectively

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public service specific units at Diploma level or above

Underpinning knowledge
- government processes
- organisation processes
- EEO, equity and diversity principles

Underpinning skills
- analytical
- decision-making
- evaluation
- communication
- team leadership
- cross-cultural competence, including gender and disability

Resource implications
- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
- this competency should be assessed on -the-job where possible

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UNIT PSPPM501A: INITIATE PROJECTS

This unit covers initiation of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project.

When this unit is completed in conjunction with PSPPM502A and PSPPM503A, the three units together are equivalent to the nine private sector Project Management competency standards: BSX154L501A - BSX154L509A inclusive.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPM501A/01	Identify project opportunities and undertake scoping	• Project aims, objectives and impacts are defined in the project plan and milestones required to achieve deliverables on time and within budget, are identified • Stakeholders are identified and canvassed to ensure that their requirements are addressed in the project plan • The project is initiated and designed in accordance with the organisation's policies and procedures and in consultation with specialists to meet user requirements • Indicators to monitor the performance of the project are developed and agreed by relevant parties • A project definition study is undertaken, where necessary, to determine the scope of the project
PSPPM501A/02	Analyse project feasibility and recommend action	• Research and analysis is undertaken to identify constraining factors and alternate options • Technical feasibility, supportability and cost effectiveness of the project is analysed and the outcome is reported to key stakeholders • Recommendations are assessed in an analysis report which reflects the strategic direction of the organisation/work unit
PSPPM501A/03	Undertake contingency planning and analysis	• Relevant specialists are consulted to determine the extent of financial, technical, security, scheduling, through life support and probity and other risks • Potential risks are investigated and identified in the project plan and a risk management process established to analyse information and options to manage risks • Projected outcomes are recorded in measurable and achievable forms • Project plans are developed and organisational approval is achieved by relevant parties
PSPPM501A/04	Develop and implement a strategy to achieve objectives	• Stakeholders are lobbied, as appropriate, to negotiate endorsement for the project • A project strategy to ensure project outcomes are delivered within time and budget is developed within organisational guidelines and presented to stakeholders • Evaluation criteria are designed in accordance with policy and practice
PSPPM501A/05	Manage establishment of project	• Terms of reference are written and agreed to by stakeholders and appropriate resources identified • Project scope and objectives are reviewed and analysed, in order to develop a strategy to establish work breakdown structures to implement the project • Specialist and technical support relevant to the project, is identified and maintained • Processes are established for monitoring, evaluating and

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reporting performance against project objectives
- Project office, resources, equipment and management infrastructure are identified and established
- Specific roles and responsibilities of team members and stakeholders are clarified and agreed and reporting requirements are identified

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

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Policy and procedures may include
- government legislation (Federal, State and Local) affecting organisational administration ie. public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans

Stakeholders may include
- industry
- other agencies
- general public
- relevant interest groups functional areas
- principals
- the organisation's senior management
- Ministers

Constraining factors may include
- political
- industrial
- legislative
- technical
- financial
- social
- cultural
- security/privacy
- environmental
- logistic support

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Risk management methods may include
- acceptance
- avoidance
- minimisation

Work breakdown structures may include
- establish how the work is to be performed and how cost and schedule data are tracked and reported
- identifies specific management responsibilities for tasks

Establishing a project office may include
- determining staffing levels
- staff recruitment action and training
- acquiring equipment and technical support
- identifying resource requirements including travel, finance etc

Through life support may include
- maintenance
- supply
- technical data
- personnel
- training
- facilities
- packaging, handling
- storage and transportation
- support and test equipment
- computing support

Project plans may include
- financial management plans
- acquisition strategies
- fraud control plans
- risk management plans
- project implementation plans
- transition plans
- integrated logistics support
- HRD/HRM plans
- specifications
- test and evaluation
- training
- intellectual property
- industry impact
- quality assurance
- life cycle costs

Relevant specialists may include
- legal
- technical
- financial
- other functional areas
- other relevant agencies
- logistics

Documented information may include
- reports detailing strategy
- statement of requirement
- industry development proposals
- project plans
- resource plans
- project team work plans
- performance evaluation criteria

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- reports to industry
- through life support proposals
- project definition study

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job prior within relevant contexts outlined in the range statements

Interdependent assessment of units
Pre-requisite unit: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- the project specifications
- market capability
- resource plans
- the project approval process
- scheduling packages
- cost schedule control systems
- recruitment procedures
- integrated logistics support
- work breakdown structures

Underpinning skills
- risk management techniques including risk sharing and transfer
- negotiation techniques
- project planning techniques
- public relations strategies

Resource implications
- no special requirements

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPPM502A: MANAGE PROJECTS

This unit covers management of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project.

When this unit is completed in conjunction with PSPPM501A and PSPPM503A, the three units together are equivalent to the nine private sector Project Management competency standards: BSX154L501A - BSX154L509A inclusive.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPM502A/01	Apply knowledge of project management tools	• A planning and monitoring system is applied and progress is reported to stakeholders • Financial management systems are implemented to address accountability standards • Project management tools are selected and applied effectively to achieve project outcomes
PSPPM502A/02	Manage acquisition	• A contract is developed which is auditable in terms of scope of work, performance, deliverables, probity, fairness and value for money • Project change proposals are negotiated, agreed and documented in accordance with policy and procedures • Project plans and contracts are monitored, reviewed and amended as appropriate, and outcomes reported to stakeholders • Project progress is reported in relation to agreed milestones to provide a measure of performance throughout the life of the contract • Disagreements and disputes are resolved to the satisfaction of stakeholders
PSPPM502A/03	Co-ordinate project integration activities	• All aspects of the project and related projects are integrated and links are established to ensure objectives are met • Consultation mechanisms are identified and staff and contractors are regularly consulted to discuss progress and ensure effective outcomes • Programmed review of objectives and achievement is planned and implemented
PSPPM502A/04	Arrange building / trialing / testing of project	• Significant judgment is applied in the analysis of project outcomes against specifications, performance standards and project objectives, and reported to stakeholders • Support package arrangements are identified and offered to stakeholders who will be required to adopt the project outcomes • Environmental and cultural analysis is undertaken and outcome reported to stakeholders • Operational and support authorities are consulted to investigate the requirement for testing and evaluation, and funds are included in project plans

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3

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Planning and organising activities	3
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

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Policy and procedures may include
- government legislation (Federal, State and Local) affecting organisational administration ie public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans

Project management tools may include
- critical path method (CPM)
- Bar and Gantt Charts
- work breakdown structures
- Program Evaluation and Review Technique (PERT)
- data base project management packages
- spreadsheets
- cost schedule control systems
- Logistics Support Analysis
- life cycle cost analysis
- recording systems - electronic and manual

Contracts may include
- verbal orders
- written orders
- partly verbal and partly written orders
- deeds of agreement
- agreements and understandings of a non-legal nature

Project plans may include
- financial management plans
- acquisition strategies
- fraud control plans
- risk management plans
- project implementation plans
- transition plans
- integrated logistics support
- HRD/HRM plans
- specifications
- test and evaluation process
- training
- intellectual property
- industry impact

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- quality assurance
- life cycle costs

Stakeholders may include
- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- principals
- senior management
- Ministers

Contract change proposals may include
- engineering
- technical
- administration
- scope
- specifications

Integration of project activities may include
- scope
- time
- cost
- quality
- Human Resources
- communications
- risk
- procurement

Documented information may include
- a contract
- spreadsheet
- progress reports
- performance reports against milestones

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job prior within relevant contexts outlined in the range statements

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- contract law
- scope of project
- project management systems
- procurement guidelines
- the organisation's culture
- political climate

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- budgetary framework
- critical analysis
- business and commercial issues

Underpinning skills
- negotiation techniques
- project management techniques
- problem solving techniques

Resource implications
- no special requirements

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPPM503A: FINALISE PROJECTS

This unit covers finalisation of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project.

When this unit is completed in conjunction with PSPPM501A and PSPPM502A, the three units together are equivalent to the nine private sector Project Management competency standards: BSX154L501A - BSX154L509A inclusive.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPM503A/01	Review project activity	• Evaluation reports are developed which clearly indicate the level of performance achieved are analysed, and action taken to rectify problems in meeting clients needs and service standards • Supplier performance is evaluated and documented in accordance with an evaluation framework • The extent to which clients needs were met has been evaluated and documented • Information obtained from the evaluation of the project has been used to improve relevant policy and practice
PSPPM503A/02	Co-ordinate project closure	• Staff are redeployed in accordance with human resource management policies and practices and judgment is applied to re-assign other resources • Lessons learned are documented and reported to stakeholders to assist in continuous improvement • Stakeholders are advised of procedures and authorities for initial support, where relevant

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

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Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisational administration ie. public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans

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Project plans may include
- financial management plans
- fraud control plans
- risk management plans
- integrated logistics support
- human resource plans
- resource management
- test and evaluation
- training quality
- intellectual property
- industry impact
- quality assurance
- life cycle costs
- specifications
- milestones
- evaluation criteria

Stakeholders may include
- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- principals

Documented information may include
- transition plans
- transfer documents
- project completion reports
- supplier performance reports
- through life support plans
- evaluation reports

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job prior within relevant contexts outlined in the range statements

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- human resource management policies
- training options
- project specifications and objectives
- environmental policies
- project management policies and procedures

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Underpinning skills
- analytical skills
- evaluation techniques

Resource implications
- no special requirements

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPHR605A: MANAGE HUMAN RESOURCE DEVELOPMENT

This unit covers the management of an organisation's performance management processes to review and enhance employee performance

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPHR605A/01	Identify the human resource development needs of the organisation, groups and individuals	• The present and future human resource development needs of individuals, specific occupational groups and the organisation are identified through consultation with key stakeholders • An analysis of information acquired through consultation is conducted to formulate key human resource development needs areas • Human resource development needs are prioritised on the basis of consultation
PSPHR605A/02	Plan programs and strategies to develop human resources	• A variety of personal and professional development program types and strategies are considered appropriate to the needs of individuals, business units and the organisation • Opportunities to outsource programs and strategies are identified and evaluated • Programs and strategies developed support the business and strategic directions of the organisation • Strategies and plans developed are based on good practice models of human resource development and are integrated with other key human resource functions and areas • Key stakeholders are consulted in the development of programs and strategies • Programs and strategies are based on adult learning principles • Information and advice is provided to facilitate effective implementation, monitoring and assessment of programs and strategies • Human resource development programs and strategies are promoted within the organisation to facilitate awareness and access
PSPHR605A/03	Manage implementation of development programs and strategies	• An implementation plan is agreed in consultation with key stakeholders • Systems are developed and implemented to monitor the effectiveness of development programs and strategies in accordance with contractual obligations; legislation; organisational policy and needs; and in consultation with managers • External and/or internal trends or events which have an effect on the organisation's development programs and strategies are monitored and responses formulated • Adjustments to programs and strategies are implemented as a result of monitoring and/or changed internal/external trends and/or events • Programs and strategies are monitored to gauge their effectiveness in providing support to staff involved with implementation
PSPHR605A/04	Evaluate development programs	• A reliable and valid evaluation methodology is developed and implemented

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and strategies	• A variety of information sources, including the perspectives of key stakeholders, is collected and analysed in order to determine the efficiency and effectiveness of programs and strategies in addressing human resource development needs • The evaluation methodology allows for the organisation's programs and strategies to be compared with national and/or international models of good practice in the human resource development of employees • Recommendations on modifications or enhancements are formulated and referenced in future revision of development programs and strategies

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

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.

Legislation and Policies may include

- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Stakeholders may include

- all those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include users of the human resource service, employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- ministers

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Performance management refers to
- planning and review of the on-the-job performance of individuals and groups of employees

Performance management processes may include
- planning
- measurement
- reviews and appraisals
- monitoring
- evaluation
- feedback
- coaching

Information about performance management processes may be distributed though
- written documentation
- manuals
- policy and procedure statements, guides
- information brochures and pamphlets
- oral advice and guidance
- one on one meetings
- small group meetings
- telephone contact and/or electronic mail
- training programs

Internal and external factors impacting upon performance management processes may include
- emerging human resource development needs
- changed financial or political circumstances
- downsizing or organisation restructuring
- opportunities for outsourcing changes in legislation or core business activities
- changes in activities or aspirations of customers
- organisational changes
- labour market

Information for evaluation sources may include
- basic statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data
- performance management objectives, budget, timelines and allocated resources

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- the integrated demonstration of all elements and their performance criteria; and
- the provision of a range of human resource development programs and strategies which are aligned with individual and organisational competency requirements

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil

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Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level or above. It is recommended that co-assessment occurs with some or all of the following units:
PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPGOV601A Apply Knowledge of Government Systems

Underpinning knowledge

- range of training and development strategies
- principles of adult learning
- range of facilitation techniques
- development needs analyses techniques
- competency concept
- familiarity with national and/or international models of good practice in human resource development
- concept of outsourcing
- range of evaluation methodologies
- understanding of organisational goals, policies and procedures
- understanding of the organisation's strategic goals and their implications for future human resource requirements
- human resource strategy and planning
- understanding of the concept of diversity and its integration within and across all human resource functions and areas
- EEO, equity and diversity principles
- understanding of the relationships between human resource functions
- human resource policies and practices
- relevant jurisdictional legislation which applies to human resources

Underpinning skills

- effective consultation with stakeholders
- internal marketing and public relations skills
- training, presentation and facilitation skills
- counselling and negotiation skills
- effective consultation with stakeholders
- project management and evaluation skills
- internal marketing skills
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- cross cultural competency including gender and disability

Resource implications

- case studies or simulated workplace for off-the-job assessment

Consistency of performance

- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPGOV602A: ESTABLISH AND MAINTAIN EXTERNAL NETWORKS

This unit covers establishing, expanding and utilising external networks.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV602A/01	Identify the need for an external network and identify key external stakeholders	
PSPGOV602A/02	Identify or establish network links with key external stakeholders	
PSPGOV602A/03	Participate in external networks	

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	2
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

This unit covers establishing, expanding and utilising external networks.

EVIDENCE GUIDE

This unit covers establishing, expanding and utilising external networks.

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UNIT PSPHR603A: PROVIDE ADVISORY AND MEDIATION SERVICES

This unit covers the provision of advisory and mediation services to promote positive employee relations.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPHR603A/01	Advise and mediate with parties to facilitate positive work relations	• An advisory and mediation process is established and agreed with parties • Key stakeholders are involved in decision making and/or mediation • Consultation between managers, supervisors, employees and union representatives is facilitated • Relevant information is assessed, interpreted and provided in a format which is understandable to employees • Mediation between the parties is undertaken where required • Key stakeholders are involved in decision-making and/or negotiation processes • Advice and mediation processes implemented are consistent with relevant legislation and policy
PSPHR603A/02	Counsel employees	• Counselling techniques and style are appropriate to the situation and cater for a diverse workforce base • Active listening skills are applied to formulate responses to employees • Referrals to appropriate support professionals and agencies are made to facilitate employee performance and well being • Employee confidentiality is maintained
PSPHR603A/03	Provide an employee information and advisory service	• Employees' access to the information and advisory service is promoted • The employee's need or problem is identified • Information provided is accurate, relevant and timely • Employees are informed of all realistic options and advised on the benefits and risks associated with each • Advice is researched and complies with government and the organisation's policy • Feedback is sought from employees on the extent to which service meets needs

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2

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Using technology	1
Working with others and in teams	3

RANGE OF VARIABLES

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Legislation and Policies may include

- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Stakeholders may include

- all those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include users of the human resource service, employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- ministers

Employee relations strategies and plans may include initiatives which aim to

- develop and maintain the commitment of employees in times of change
- promote effective communication within the organisation
- develop and maintain effective negotiation and consultation processes with groups and individuals
- develop effective grievance and disciplinary processes

Employee relations strategies and plans may be expressed in

- workplace and enterprise bargains
- certified agreements
- Australian workplace agreements

An advocacy role may include

- written or oral advocacy

Internal and external factors impacting upon employee relations strategies and plans may include

- changed financial or political circumstances
- downsizing or organisation restructuring
- retention of high performing employees
- opportunities for outsourcing changes in legislation or core business activities
- changes in activities or aspirations of customers
- organisational changes
- labour market

Information for evaluation sources may include

- basic statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data

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- employee relations objectives, budgets, timeframes and allocated resources

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- the integrated demonstration of all elements and their performance criteria; and
- the provision of effective advisory and mediation services to maintain positive employee relations

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level or above. It is recommended that co-assessment occurs with some or all of the following units:
PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPGOV601 Apply Knowledge of Government Systems; PSPGOV602A Establish and Maintain External Networks.

Underpinning knowledge
- procedures for handling complaints and grievances
- case preparation and presentation techniques
- conflict resolution techniques
- negotiation and mediation techniques
- external industrial relations systems
- enterprise and workplace bargaining
- changing economic, social, demographic, labour market conditions and educational trends
- government employee relations system
- human resource strategy and planning
- understanding of organisational goals, policies and procedures
- understanding of the concept of diversity and its integration within and across all human resource functions and areas
- EEO, equity and diversity principles
- understanding of the relationships between human resource functions
- human resource policies and practices
- relevant jurisdictional legislation which applies to human resources

Underpinning skills
- effective consultation with stakeholders
- counselling, negotiation and mediation skills
- conflict resolution skills
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- training skills
- public relations skills
- cross cultural competency including gender and disability

Resource implications
- case studies or simulated workplace for off-the-job assessment

Consistency of performance
- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPPOLD601A: DEVELOP PUBLIC POLICY

This unit covers the development of policy to enable the implementation of policy of the government.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPOLD601A/01	Identify, select and define public policy issues	• Events, issues or government policies likely to require changes to public policy are accurately identified • The implications and impact of events that might require policy development are identified • Where possible, areas for policy development are prioritised • Policy requirements are defined in terms of context, issues to be addressed, expected outcomes, possible complications, precedents and key stakeholders
PSPPOLD601A/02	Gather and analyse information for public policy development	• Information required to support the policy development process is identified • Information required to support the policy development process is gathered, analysed and interpreted • An analytical framework for the development of an appropriate public policy is determined
PSPPOLD601A/03	Formulate and communicate public policy options	• A range of policy options is developed for the government, including mechanisms for implementation, monitoring and evaluation • The range of policy options is communicated in a timely and understandable way to those responsible for selecting the policy direction • Recommendations are made for policy options based on likely effectiveness, implementation time frame and costs (including infrastructure), interaction with other policies (existing or being developed) and consistency with broader government policy • Where appropriate, specific policy options are promoted to government
PSPPOLD601A/04	Select best public policy option and communicate government policy decisions	• If responsible for selection, the best policy option is selected based on information provided • All stakeholders, particularly those who will be responsible for implementing the new or revised policy are appropriately informed of the nature of the policy change, the outcomes expected by stakeholders, issues, expected costs, timelines and contextual factors (including any impact on other related policies) • Where necessary the selected policy option is marketed to stakeholders
PSPPOLD601A/05	Evaluate public policy(s)	• Information relating to the actual outcomes of public policy is gathered during and following policy implementation and analysed and reported • Recommendations for the improvement of public policy are prepared • Potential or impending government policy changes are identified and strategies prepared to respond to those changes

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

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.

Public policy may include
- any aspect for which government considers policy development is required

Analytical frameworks may include
- logical / rational (including best practice
- incremental or
- radical transformation

Information gathering may include
- consulting with stakeholders
- development in other jurisdictions (including overseas)
- evaluation of similar policies
- benchmarking
- pilots or trials of policy
- information technology, including Internet

Events may include
national or international events such as:
- change in government
- change in government policy
- changes in strategic direction
- changes in the legislation
- changes in the policies of other governments

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria;
- public policy is developed that facilitates the objectives of the government and the implementation of government policy; and
- the performance of this competency would not normally be linear (element by element) but would involve a number of cycles through each of the elements and may be demonstrated through a number of separate policy development activities

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public service specific units at Diploma level or above particularly in Ethics & Accountability

Underpinning knowledge
- government processes
- EEO, equity and diversity principles

Underpinning skills
- analytical and research
- decision-making
- communication
- ability to work in a team
- team leadership
- public service ethics and accountability
- marketing
- cross-cultural competence, including gender and disability

Resource implications
- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment
- this competency should be assessed on -the-job where possible

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UNIT PSPMNGT605A: MANAGE DIVERSITY

This unit covers utilising diversity as productive resource to maximise business unit and/or organisational effectiveness.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPMNGT605A/01	Contribute to the development, implementation and review of a diversity strategy to maximise business unit and/or organisational effectiveness	• A strategy is developed which identifies diversity issues and provides strategies to enhance organisational effectiveness • The strategy identifies benefits and opportunities provided by diversity • The strategy links diversity with the core business of the business unit, the organisation' strategic goals and the demographic profile of the client base • The strategy is developed in consultation with stakeholders, including people from key equity groups and the organisation's clients • The strategy provides a mechanism through which diversity issues can be integrated within organisational policies and procedures, for example, recruitment and selection • The effectiveness and efficiency of the strategy in achieving business objectives is monitored and reviewed according to its specifications and recommendations for enhancements are identified and acted upon • The strategy complies with legislative requirements, and organisational policies and practices • The strategy is promoted within the business unit and/or organisation
PSPMNGT605A/02	Facilitate the development of a workforce that promotes and values diversity	• Benefits of a diverse workforce are identified, modelled and communicated to those working within the business unit and/or the organisation • Initiatives and resources to advance the position of equity groups within the organisation or business unit are developed and/or adopted • Individual competencies, styles and qualities are identified and used to address business needs • The diversity factors associated with individuals within the business unit are identified and utilised to address business needs • Diversity training and awareness programs are utilised, as appropriate, to promote and encourage the benefits of a diverse workforce • A range of working styles that are reflective of a diverse workforce are accepted and encouraged • Assistance is provided to maximise individual contribution to the attainment of the business unit's objectives • Strategies are applied to resolve grievance and complaints to maximise the benefits obtained through a diverse workforce
PSPMNGT605A/03	Communicate with a diverse workforce	• Language, literacy and numeracy issues are identified and addressed to facilitate full participation of all members of the business unit in work and development activities • A range of communication strategies are employed within the business unit to meet the needs of a diverse workforce base • The target audience is identified and tailored

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communications strategies are adopted
- Resources to facilitate effective communication within the workplace are identified and utilised
- Ineffective and inappropriate communication strategies are identified and remodelled to meet the information needs of a diverse workforce

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	3

RANGE OF VARIABLES

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Business unit may refer to
- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Stakeholders may include
- all those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- ministers

Clients may include
- individual members of the public
- end users and sponsors
- potential providers or suppliers
- current providers/suppliers

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- technical or functional experts or advisers
- Federal, State/Territory and/or Local Government the organisation
- other public sector organisations
- employees
- unions or staff associations
- industry bodies
- local communities and society as a whole
- lobby groups
- special user groups

Client services may include
- any service relevant to the agency

Legislation and Policies may include
- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements and their performance criteria; and
- the establishment and maintenance of a network of clients;
- the requirements of specific groups are incorporated in all aspects of client service work; and
- positive feedback from clients

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPPOLI601A Manage Policy Implementation; PSPGOV601A Apply Knowledge of Government Systems; PSPGOV602A Establish and Maintain External Networks

Underpinning knowledge
- legislative and regulatory frameworks influencing the provision of client services
- current developments in effective client services delivery
- understanding that the provision of client service is always constrained by the availability of resources and that it is likely that client needs have to be prioritised and rationed
- understanding of the organisation's strategic goals and their implications for future human resource requirements
- understanding of the relationships between effective management of diversity and satisfying client needs
- understanding of the concept of diversity and its integration within and across all human resource and management functions and areas
- EEO, equity and diversity principles
- understanding of organisational goals and policies
- understanding of evaluation/review strategies and methodologies

Underpinning skills
- marketing and promotion skills
- literacy skills used in oral and written clarification of issues
- negotiating variations and changes with clients;
- using language and style for written submissions;

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- using technical and other vocabulary
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- networking skills with clients, suppliers and stakeholders
- evaluation skills
- project management and evaluation skills
- cross cultural competency including gender and disability

Resource implications

- case studies or simulated workplace for off-the-job assessment

Consistency of performance

- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPHR608A: MANAGE A SYSTEM FOR HUMAN RESOURCES INFORMATION

This unit covers the requirement to design, monitor and evaluate an organisation's remuneration strategies and plans.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPHR608A/01	Manage the provision of human resources information	• Human resource information needs and sources of the organisation are identified through consultation with key stakeholders • A system is developed and/or customised in consultation with key stakeholders to provide information to support organisational and business unit decision-making • The system collects and provides information for those who require it, in a timely manner, and in a format which meets organisational and client needs • The system of storing human resources information meets records management requirements for information, security and privacy • The system provides for data analysis of past, present and future human resources • Information is available to facilitate effective implementation, monitoring and evaluation of the system • The system and its uses are promoted within the organisation to facilitate awareness and access
PSPHR608A/02	Manage the implementation and ongoing development of the system for human resources information	• An implementation plan is agreed in consultation with key stakeholders • Processes are developed and implemented to monitor the effectiveness of the system in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers • External and/or internal trends or events which have an effect on the system are monitored and responses formulated • Adjustments to the system are implemented as a result of monitoring • The system is monitored to gauge its effectiveness in providing support to staff involved in implementation • The system is monitored to detect and prevent confidentiality breaches
PSPHR608A/03	Evaluate the effectiveness of the system for human resources information	• A reliable and valid evaluation methodology is developed and implemented • A variety of information sources, including the perspectives of key stakeholders is collected and analysed in order to determine the efficiency and effectiveness of the system • The evaluation methodology allows for the organisation's system to be compared with models of national and/or international good practice in human resources information systems • Recommendations on modifications or enhancements are formulated and referenced in future revision of the system for human resources information

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

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Legislation and Policies may include

- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct
- contractual obligations

Stakeholders may include

- all those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include users of the human resource service, employees at all levels of the organisation;
- other public sector organisations;
- union and association representatives;
- boards of management
- government
- ministers

Internal and external factors may include

- available funds
- political pressures
- operation context
- workforce issues such as attraction, reward and retention of high performing employees
- outsourcing options

Information may be made available to employees through

- written documentation
- manuals
- policy and procedure statements
- guides
- information brochures and pamphlets
- oral advice and guidance

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- one on one meetings
- small group meetings
- telephone contact and/or electronic mail
- training programs

Remuneration refers to
- non-financial rewards
- wages, salaries, allowances and other forms of monetary payments
- employment benefits to reward and recognise the performance of employees

Remuneration strategies and plans may include
- types of remuneration structures
- job and role analysis
- job description
- job and role evaluation
- job grading
- skills-based remuneration
- competency-based remuneration
- enterprise/workplace agreements
- salary packaging
- incentive schemes

Internal and external factors impacting upon the strategies and plans may include
- changed financial or political circumstances
- downsizing or organisation restructuring
- retention of high performing employees
- opportunities for outsourcing
- changes in legislation or core business activities
- changes in activities or aspirations of customers
- organisational changes
- labour market

Information sources for evaluation purposes may include
- basic statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data
- remuneration strategy and plan budgets, timelines and allocated resources

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- the integrated demonstration of all elements and their performance criteria; and
- the development, monitoring and evaluation of an effective human resource information system which provides business units within the organisation with data needed to make key business decisions.

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil

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Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level or above. It is recommended that co-assessment occurs with some or all of the following units:
PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPGOV601A Apply Knowledge of Government Systems

Underpinning knowledge
- concepts of information privacy and security
- personnel records systems
- concepts of user needs
- organisational policy, procedures and goals
- concept of system audits
- understanding of records management
- human resource strategy and planning
- relevant jurisdictional legislation which applies to human resources
- understanding of the concept of diversity and its integration within and across all human resource functions and areas
- EEO, equity and diversity principles
- understanding of the relationships between human resource functions
- human resource policies and practices
- familiarity with national and/or international models of good practice in human resources information systems
- understanding of organisational goals, policies and procedures
- range of evaluation methodologies
- information processing techniques

Underpinning skills
- effective consultation with stakeholders
- negotiation skills
- project management and evaluation skills
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- cross cultural competency including gender and disability

Resource implications
- case studies or simulated workplace for off the job assessment

Consistency of performance
- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPHR609A: DESIGN REMUNERATION STRATEGIES AND PLANS

This unit covers the requirement to design, monitor and evaluate an organisation's remuneration strategies and plans.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPHR609A/01	Determine options for remunerating employees	• Options for remunerating employees are developed through consultation with key stakeholders • Options are identified through analysis of good practice models of remuneration • An analysis of information acquired through consultation and research is conducted to prioritise options for remuneration strategies and plans
PSPHR609A/02	Prepare remuneration strategies and plans	• Strategies and plans are developed in consultation with key stakeholders to meet present and future needs of the organisation including the attraction and retention of high performing employees • Internal and external factors are considered in preparing strategies and plans • Information and advice is provided to facilitate effective implementation, monitoring and evaluation of strategies and plans • Strategies and plans prepared are based on the principles of natural justice, equity and fairness • Strategies and plans are integrated with other key human resource functions and areas • Information in relation to remuneration strategies and plans is distributed and/or made available to employees • Relevant legislative and policy requirements are complied with in developing remuneration strategies and plans
PSPHR609A/03	Manage the implementation of remuneration strategies and plans	• An implementation plan is agreed in consultation with key stakeholders • Systems are developed and implemented to monitor the effectiveness of remuneration strategies and plans in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers • External and/or internal trends or events which have an effect on the organisation's remuneration strategies and plans are monitored and responses formulated • Adjustments to strategies and plans are implemented as a result of monitoring and/or changed internal/external trends and/or events • Strategies and plans are monitored to gauge their effectiveness in providing support to staff involved in implementation
PSPHR609A/04	Evaluate remuneration strategies and plans	• A reliable and valid evaluation methodology is developed and implemented • A variety of information sources, including the perspectives of key stakeholders, is collected and analysed in order to determine the effectiveness and efficiency of remuneration strategies and plans • The evaluation methodology allows for the organisation's strategies and plans to be compared with national and/or international models of good practice in

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remuneration of employees
- Recommendations on modifications or enhancements are formulated and referenced in future revision of remuneration strategies and plans

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

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Legislation and Policies may include
- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Stakeholders may include
- all those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include users of the human resource service
- employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- ministers

Information for evaluation sources may include
- basic statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data

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Internal and external factors within the organisation's operating environment may include

- changed financial or political circumstances
- downsizing or organisation restructuring
- opportunities for outsourcing
- changes in legislation or core business activities
- changes in activities or aspirations of customers
- organisational changes
- labour market

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- the integrated demonstration of all elements and their performance criteria; and
- strategies and plans for remunerating an organisation's workforce are effectively prepared, managed and evaluated to maintain and facilitate a high level of employee performance

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level or above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPGOV601A Apply Knowledge of Government Systems

Underpinning knowledge

- types of remuneration structures
- design of remuneration structures
- familiarity with national and/or international good practice models of remuneration structures
- human resource strategy and planning
- concept of retaining an organisation's human/intellectual capital through effective remuneration strategies and plans
- concept of outsourcing
- enterprise/workplace agreements
- knowledge of labour markets
- relevant awards, legislation and agreements pertaining to employment framework and conditions
- employment contracts
- understanding of organisational goals, policies and procedures
- understanding of the concept of diversity and its integration within and across all human resource functions and areas
- EEO, equity and diversity principles
- relevant jurisdictional legislation which applies to human resources
- understanding of the relationships between human resource functions
- human resource policies and practices
- range of evaluation methodologies

Underpinning skills

- effective consultation with stakeholders
- budgeting skills
- negotiation skills
- project management and evaluation skills
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression

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- discussion using exchange of complex oral information
- cross cultural competency including gender and disability

Resource implications
- case studies or simulated workplace for off-the-job assessment

Consistency of performance
- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPMNGT601A: FACILITATE WORKFORCE EFFECTIVENESS

This unit covers the facilitation of the business unit's staff effectiveness to promote the attainment of strategic objectives.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPMNGT601A/01	Provide leadership to individuals and work teams	• Staff members are regularly consulted on business objectives, plans and operational issues to minimise role ambiguity and uncertainty • Roles, functions and responsibilities are agreed and are clearly defined and communicated • Opportunities for staff to clarify aspects of particular tasks or seek further direction are provided • Encouragement is provided to develop new and innovative practices, procedures, processes, technologies and strategies • Leadership and supervision is provided appropriate to changing priorities and situations • Leadership style and guidance take into account the differing needs and background of a diverse workforce
PSPMNGT601A/02	Create a co-operative work environment	• Co-operation in the work environment is actively facilitated through balanced and fair work allocation and recognition of all contributions • Teams and individuals are encouraged to find styles of working which are consistent both with team and individual competencies, preferences and business unit objectives • Conflict management strategies facilitate a co-operative work environment • Co-operative and productive relationships with individuals and teams are established
PSPMNGT601A/03	Motivate staff to achieve quality results	• Individuals' career progression requirements are recognised and balanced with team objectives • Feedback to staff is prompt, consistent and constructive • Achievements are promoted and rewarded in a way which openly acknowledges the contribution of individuals and teams • Team building strategies are applied to strengthen employee commitment
PSPMNGT601A/04	Exercise delegation to achieve business unit strategic objectives	• Tasks are delegated to appropriate people and sufficient information is communicated and resources allocated to enable tasks to be completed successfully • Responsibilities are delegated while still accepting accountability for their success/failure • Mechanisms for monitoring the progress of delegated tasks are established and implemented • The effective delegation of tasks facilitates the attainment of business unit objectives

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3

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Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	3

RANGE OF VARIABLES

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Business unit may refer to
- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Leadership refers to
- the process of influencing others to engage in work behaviours that facilitate the attainment of the business unit's strategic objectives

Team building strategies may include
- defining and clarifying objectives
- strengthening communication processes
- clarifying ground rules and behavioural expectations
- fostering creativity
- offering constructive feedback
- facilitated meetings

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements and their performance criteria; and
- individuals and teams within the business unit receive adequate direction and are motivated to undertake work tasks which lead to the attainment of strategic objectives

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level. It is recommended that co-assessment occurs with some or all of the following units:

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PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPPOLI601A Manage Policy Implementation; PSPGOV601A Apply Knowledge of Government Systems; PSPGOV602A Establish and Maintain External Networks

Underpinning knowledge

- understanding of organisational goals, policies and procedures
- understanding of the concept of diversity and its integration within and across all human resource and management functions and areas
- EEO, equity and diversity principles
- understanding of the relationship between effective human resource functions and the attainment of business unit objectives
- familiarity with human resource policies and practices
- understanding of group processes and facilitation techniques
- team building strategies
- knowledge of the organisation's career and human resource development strategies, programs and plans
- understanding of conflict resolution strategies
- relevant jurisdictional legislation as applicable to management and human resource management functions

Underpinning skills

- delegation skills
- conflict resolution skills
- team building skills
- facilitation, negotiation and consultation skills
- counseling skills
- consensual decision-making skills
- use of a variety of words and language structures to explain complex ideas to audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- cross cultural competency including gender and disability

Resource implications

- case studies or simulated workplace for off-the-job assessment

Consistency of performance

- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPMNGT602A: MANAGE RESOURCES

This unit covers the requirement to manage resources within the business unit in accordance with planned business strategies.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPMNGT602A/01	Analyse resource requirements	• Resource bids are developed in line with outputs identified in business plans • Key stakeholders are consulted in determining the nature and level of resources required • Analysis of resource requirements identifies proposed costs and benefits • Opportunities to share resources across business units within the organisation are identified • Resources are negotiated and acquired in accordance with legislative requirements, and organisational policy and procedures
PSPMNGT602A/02	Develop resource plans to support achievement of business unit objectives	• Resource plans developed detail the acquisition and allocation of resources, and their relationship to strategies, contingencies, plans, programs and processes • Internal resourcing capabilities and external resourcing requirements are identified • Resource plans identify procedures for the evaluation of resource allocation • Approval for resource plans is obtained from senior management
PSPMNGT602A/03	Allocate resources to achieve stated business objectives	• Resources are allocated in accordance with relevant legislation, organisational policy and practices • Resource allocation is managed to enable achievement of business unit objectives • Required resources are obtained within a timeframe to enable achievement of business unit objectives • Systems are developed and implemented to enable timely and accurate monitoring and review of resource usage • Efficient use of technology is incorporated into work practices
PSPMNGT602A/04	Review and report on resource usage	• Procedures to review resource allocation against business unit objectives are developed and implemented • Compliance with program and project budgets is monitored and corrective action is recommended and actioned where necessary • Reports clearly indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3

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Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

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Business unit may refer to
- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Legislation and Policies may include
- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Performance management refers to
- planning and review of the on-the-job performance of individuals and groups of employees

Performance management processes may include
- planning
- measurement
- reviews and appraisals
- monitoring
- evaluation
- feedback

Development of individuals and teams may be developed through
- mentoring and coaching
- action learning sets
- seminars, conferences and workshops
- tertiary courses
- in-house courses
- computer-based courses
- higher duties
- job exchange
- industry experience
- secondments

Information about development opportunities may be communicated through
- written documentation

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- manuals
- policy and procedure statements, guides
- information brochures and pamphlets
- oral advice and guidance
- one on one meetings
- small group meetings
- telephone contact and/or electronic mail

Recruitment and selection processes may include
- job analysis
- job description
- job evaluation
- recruitment advertising
- use of external agencies
- application processing
- competency profiling
- job classifications

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements and their performance criteria; and
- available resources are deployed effectively to facilitate the attainment of strategic business unit objectives and organisational goals

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPPOLI601A Manage Policy Implementation; PSPGOV601A Apply Knowledge of Government Systems; PSPGOV602A Establish and Maintain External Networks

Underpinning knowledge
- resource plans
- financial management processes
- understanding of budgetary processes
- business strategies
- strategic planning processes
- understanding of risk management concepts
- understanding of organisational goals, policies and procedures
- understanding of the concept of diversity and its integration within and across all human resource and management functions and areas
- EEO, equity and diversity principles
- understanding of the relationship between effective human resource functions and the attainment of business unit objectives
- familiarity with human resources policies and procedures
- relevant jurisdictional legislation as applicable to management and human resource management functions

Underpinning skills
- effective consultation with stakeholders
- negotiation skills
- written advice and reports requiring reasoning and precision of expression
- discussion using complex exchange of oral information

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- budget skills
- financial management skills
- cross cultural competency including gender and disability

Resource implications
- case studies or simulated workplace for off-the-job assessment

Consistency of performance
- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPMNGT606A: MANAGE THE DELIVERY OF QUALITY CLIENT SERVICE

This unit covers the promotion, delivery and ongoing review of client service within complex or changing circumstances.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPMNGT606A/01	Analyse client needs	• Key stakeholders and clients are consulted to determine options for addressing client needs • Understanding of options for service delivery is used to match client service to clients needs • Appropriate and accurate records of client needs are developed and maintained • Client requirements are identified and reviewed routinely to ensure that needs will be met • Service delivery is reviewed routinely to ensure it satisfies requirements of clients
PSPMNGT606A/02	Deliver service which satisfies changing client requirements	• Clients are provided with current and relevant information and materials • Service delivery is successfully negotiated and finalised as required • Client service delivery reflects current good practice • Problems in client service delivery are identified and addressed
PSPMNGT606A/03	Secure employee commitment to the provision of client service	• A consultative approach within the business unit is adopted to formulate service delivery standards • Sections, workgroups and individuals are encouraged to suggest and action strategies to improve service delivery • Quality client service provided by individuals or workgroups is identified and recognised • Quality client service is modelled for employees within the business unit
PSPMNGT606A/04	Promote client service	• Service to potential clients is marketed effectively • Potential areas of difficulty in client services are identified and solutions recommended • Client concerns about the service are resolved and complaints of a serious nature referred to senior staff • Responses to clients are actioned within an acceptable time frame
PSPMNGT606A/05	Analyse and review client services	• Relevant information on markets and trends is used to review client service delivery • Performance indicators are developed to monitor client service delivery • The provision of client services complies with legislative requirements and organisation policy

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3

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Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	3

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.

Stakeholders may include

- all those Individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- ministers

Factors to be considered in research phase may include

- required outcomes
- government policy and direction
- links to organisational goals and objectives
- market capabilities
- needs analysis
- background and current situation
- funding availability
- timing
- interdependency with other activities
- constraints
- cost benefit ratio
- consultative processes
- ownership/ sponsorship

Market analysis may include

- structure of and 'players' in the market
- market capability
- market maturity
- market strength
- actors/conditions which may affect supply
- potential impact of intended activity
- environmental issues

Legislation and Policies may include

- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct
- national competition policy

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Risk analysis may include
- financial matters
- people
- assets and physical environment
- reputation and image
- legal issues
- business continuity
- political impact
- community interest

Information sources used in risk assessment may include
- computer modeling
- sensitivity analysis
- structured interviews
- statistical data
- questionnaires
- fault trees
- analysis of consequences - loss of money, time, labour, intangibles

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements and their performance criteria; and
- the establishment and maintenance of a network of clients;
- the requirements of specific groups are incorporated in all aspects of client service work; and
- positive feedback from clients

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPPOLI601A Manage Policy Implementation; PSPGOV601A Apply Knowledge of Government Systems; PSPGOV602A Establish and Maintain External Networks

Underpinning knowledge
- legislative and regulatory frameworks influencing the provision of client services
- current developments in effective client services delivery
- understanding that the provision of client service is always constrained by the availability of resources and that it is likely that client needs have to be prioritised and rationed
- understanding of the organisation's strategic goals and their implications for future human resource requirements
- understanding of the relationships between effective management of diversity and satisfying client needs
- understanding of the concept of diversity and its integration within and across all human resource and management functions and areas
- EEO, equity and diversity principles
- understanding of organisational goals and policies
- understanding of evaluation/review strategies and methodologies

Underpinning skills
- marketing and promotion skills
- literacy skills used in oral and written clarification of issues
- negotiating variations and changes with clients;
- using language and style for written submissions;

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- using technical and other vocabulary
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- networking skills with clients, suppliers and stakeholders
- evaluation skills
- project management and evaluation skills
- cross cultural competency including gender and disability

Resource implications

- case studies or simulated workplace for off-the-job assessment

Consistency of performance

- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPMNGT609A: FORMULATE BUSINESS STRATEGIES

This unit covers the requirement to develop, implement and review business strategies to attain the business unit's strategic objectives.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPMNGT609A/01	Define and implement business strategies	• Business unit objectives are formulated in accordance with the unit's strategic priorities • Strategies developed relate to the business unit's strategic objectives • Strategies are developed in consultation with key stakeholders including other business units and organisations • Strategies and associated objectives are delegated to operational levels within the business unit • Strategies are delegated to individuals, teams and groups in a manner which ensures understanding, and commitment • Individuals, teams and groups are given information in relation to strategies which specifies output targets and performance standards • A system which includes key performance indicators is developed to monitor the implementation and effectiveness of strategies
PSPMNGT609A/02	Review the effectiveness of business strategies	• Strategies developed to attain the business unit's strategic objectives are reviewed in a timely fashion • Strategies are reviewed in relation to attainment of key objectives, budgets, resources and timelines • Multiple perspectives are considered in determining the effectiveness of strategies • The effectiveness of the strategy is reviewed against key performance indicators • Recommendations on appropriate enhancements to the strategies and plans are formulated and acted upon
PSPMNGT609A/03	Manage risk associated with business strategies	• Risks associated with the implementation of the business unit's strategies are identified and evaluated • Risk levels are assessed as acceptable or unacceptable and balanced against opportunities afforded by taking risks • Information sources are utilised to assess levels of identified risks • Risk treatments are selected and implemented • Risk treatments are monitored and reviewed

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Solving problems	3
Using mathematical ideas and techniques	2

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Using technology	2
Working with others and in teams	3

RANGE OF VARIABLES

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Business unit may refer to

- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Legislation and Policies may include

- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Communication strategies may include

- small group information sessions
- computerised communications
- in-house publications
- oral presentations

Business strategies may include

- programs, projects and plans used to attain the business unit's strategic objectives

Risk management refers to

- a logical and systematic process of identifying, analysing, assessment, treating, and monitoring risks related with any strategy' plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities
- Risk management may be considered in relation to an organisation's people, assets and physical environment, reputation and image, legal issues, business continuity, and finances

Information sources used in risk assessment may include

- computer modeling
- sensitivity analysis
- structured interviews
- statistical data
- questionnaires
- fault trees
- analysis of consequences - loss of money, time, labour, intangibles

Information for review sources may include

- statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs

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- solicited and unsolicited feedback
- organisational reviews
- workforce management data

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements and their performance criteria; and
- business strategies reflective of the unit's strategic priorities are developed and implemented

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPPOLI601A Manage Policy Implementation; PSPGOV601A Apply Knowledge of Government Systems; PSPGOV602A Establish and Maintain External Networks

Underpinning knowledge
- strategic planning processes
- business strategies
- risk management concepts
- human resource policies, practices and procedures
- concept of 'whole of government' approach
- business strategies
- strategic planning processes
- understanding of organisational goals, policies and procedures
- evaluation and review methodologies
- understanding of the relationships between effective management of diversity and the organisation's core business and strategic goals
- relevant jurisdictional legislation as applicable to management and human resource management functions
- understanding of the concept of diversity and its integration within and across all human resource and management functions and areas
- EEO, equity and diversity principles

Underpinning skills
- effective consultation with stakeholders
- negotiation skills
- influencing skills
- environmental scanning skills
- project management and evaluation skills
- use of a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- written advice and reports requiring reasoning and precision of expression
- discussion using exchange of complex oral information
- cross cultural competency including gender and disability

Resource implications
- case studies or simulated workplace for off-the-job assessment

Consistency of performance
- evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPPM601A: DIRECT PROJECT ACTIVITIES

This unit covers the direction of project activities in situations where a person has strategic responsibility, accountability and decision making for the overall management of complex project(s).

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPPM601A/01	Identify project scope in a strategic context	• A project definition study is undertaken and the results are analysed to determine the scope of a project • Project is initiated in accordance with the organisation's policies and strategic direction in consultation with clients • Conceptual and analytical skills are applied to develop a strategy to achieve project outcomes and client requirements • An effective risk management system is developed and applied to ensure project objectives are met within the organisation's accountability framework
PSPPM601A/02	Acquire project resources	• Project resources, equipment and infrastructure are identified, acquired and allocated • Project scope and objectives are analysed to determine the work breakdown structures to achieve project objectives on time and within budget • Processes for monitoring, evaluating and reporting performance against objectives are developed and applied • Roles and responsibilities of team members and stakeholders are identified and agreed
PSPPM601A/03	Manage integration of project activities	• All aspects of the project and related projects are integrated and links established to ensure objectives remain appropriate • Staff and contractors are regularly consulted to ensure effective outcomes and progress is reported to stakeholders • Stakeholders motivations are understood and considered in the management of the project • Progress is monitored to ensure time, performance, cost and quality of project is achieved and change proposals are investigated and negotiated in consultation with stakeholders • High level judgment is applied in order to resolve disagreements and disputes satisfactorily
PSPPM601A/04	Evaluate project activities	• Finalisation plans are developed to ensure all outcomes are met and through life support will be maintained • Lessons learned are analysed and reported to stakeholders to assist in continuous improvement • Evaluation of project achievement against objectives is monitored in accordance with the evaluation framework and reported to stakeholders

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3

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Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

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Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisational administration ie. public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans

Project plans may include

- financial management processes
- acquisition strategies
- fraud control procedures
- risk management strategies
- integrated logistics support arrangements
- human resource management/development strategies
- resource requirements
- work breakdown structures
- test and evaluation procedures
- intellectual property
- industry impact
- life cycle costs
- specifications
- engineering

Stakeholders may include

- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- principals
- the organisation's senior management
- Ministers

Integration of project activities may include

- scope
- time
- cost
- quality
- human resources
- communications
- risk

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- procurement

Documented information may include
- statement of requirement
- industry development proposals
- project plans
- transition plans
- project completion report
- supplier performance reports
- through life support plans
- reports detailing strategy
- performance evaluation criteria
- project team work plans

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job prior within relevant contexts outlined in the range statements

Interdependent assessment of units
Pre-requisite unit: Nil
Co-requisite units: Nil
Co-assessed units: Nil

Underpinning knowledge
- project management tools and techniques
- human resource management policies
- project specifications and objectives
- project management systems
- cost schedule control systems
- Jurisdictional and organisational procurement guidelines
- organisational project management policies
- the organisation's culture
- political climate
- public relations policies and strategies
- business and commercial issues

Underpinning skills
- negotiation techniques
- risk management techniques including risk sharing and transfer

Resource implications
- no special requirements

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
- this competency may be assessed on or off-the-job

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UNIT PSPGOV303A: BUILD AND MAINTAIN INTERNAL NETWORKS

This unit covers building, expanding and utilising internal networks.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV303A/01	Identify key internal stakeholders	• Key internal stakeholders and their needs, expectations and roles are identified
PSPGOV303A/02	Identify or establish network links with key internal stakeholders	• Existing network links between key internal stakeholders are identified and maintained and strategies to expand identified and initiated • New network links to self and between key internal stakeholders are established and maintained and used effectively
PSPGOV303A/03	Participate in internal networks	• Information is provided to internal stakeholders to ensure an understanding of own role and to exchange information to increase workgroup effectiveness • Internal stakeholder input and feedback is sought, assessed and acted upon if necessary • Misunderstandings and conflict situations are identified and constructively addressed in accordance with principles of conflict resolution

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	2
Planning and organising activities	1
Solving problems	1
Using technology	2
Working with others and in teams	2

RANGE OF VARIABLES

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Key internal stakeholders may include

- colleagues, junior officers, supervisors, advisers, senior managers within the organisation

Networks may include

- formal or informal networks
- circulation lists
- e-mail address books
- subject matter experts

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence

- integrated demonstration of all elements of competency and their performance criteria;
- productive / effective relationships with stakeholders; and
- observance of organisational protocols

Interdependent assessment of units

Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate III or above, particularly PSPGOV301A Work Effectively in the Organisation PSPGOV302A Contribute to Workgroup Activities, PSPGOV306A Change Own Work Practices as Required, PSPGOV307A Organise Workplace Information and PSPGOV308A Work Effectively with Diversity

Underpinning knowledge

- principles of communication
- principles of conflict resolution
- principles of mediation
- EEO, equity and diversity principles

Underpinning skills

- interpersonal, group and organisational communication
- conflict resolution
- cross cultural competence, including gender and disability

Resource implications

- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance

- knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment

- this competency should be assessed on-the-job where possible

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UNIT PSPGOV305A: ACCESS AND USE RESOURCES AND FINANCIAL SYSTEMS

This unit covers using the required resources to achieve work objectives.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV305A/01	Access and use resources	• Resources which are required to achieve outcomes in the work unit are identified through consultation with team members and accessed according to defined procedures and relevant legislation • All resources are used efficiently and effectively and in accordance with organisational and OS&H procedures
PSPGOV305A/02	Administer resource usage	• All supplies and materials required to support the operation of the workgroup are accessed and maintained • Records on own resource usage are maintained as required by the organisation/ work unit • Orders are processed promptly and accurately and in accordance with defined organisational procedures to meet client needs • Resources are replaced within budget limitations and are stored in accordance with organisational procedures and to reduce theft and fraudulent activity • Asset/ resource registers are maintained in accordance with organisational procedures
PSPGOV305A/03	Operate financial systems relevant to job role	• Relevant financial / accounting procedures are applied and reporting requirements are met • Audit and legislative requirements are met
PSPGOV305A/04	Identify and deal with discrepancies	• Discrepancies or reduced resource levels are identified and appropriate action is taken • Faults, signs of wear and tear or missing resources are identified and reported in accordance with organisational procedures • Discrepancies in financial systems are reported to the supervisor

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1
Working with others and in teams	1

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RANGE OF VARIABLES

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Resources are specific to the organisation and may include

- finances
- facilities
- equipment
- stock and supplies

Records may include

- financial statements
- mail
- file maintenance
- stock list control
- order forms
- petty cash forms
- electronic or hard copy

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence

- integrated demonstration of all elements of competency and their performance criteria; and
- effective and efficient resource usage, storage and distribution

Interdependent assessment of units

Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate III or above, particularly PSPETHC301A Uphold the Values and Principles of Public Service, PSPGOV301A Work Effectively in the Organisation, PSPGOV307A Organise Workplace Information and PSPGOV308A Work Effectively with Diversity

Underpinning knowledge

- workplace resource policies, procedures and requirements, including OS&H requirements
- relevant legislation
- EEO, equity and diversity principles
- principles of financial management and stockhandling

Underpinning skills

- numeracy and literacy
- record keeping
- problem solving
- communication
- computer literacy
- cross cultural competence, including gender and disability

Resource implications

- simulation for off the job assessment

Consistency of performance

- knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPREG401A: EXERCISE REGULATORY POWERS

This unit covers application of the organisation's enabling legislation and other relevant legislation for regulation, monitoring, inspection and investigation by non-police personnel. It includes working with other rganisations/jurisdictions in the area of operation.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPREG401A/01	Apply enabling legislation	• Current information relating to the legislation is accessed and used • Powers provided under the legislation and the boundaries of those powers are confirmed • Compliance requirements of the legislation, related regulations, codes of practice and policy are identified and confirmed • Acts and omissions that comprise offences / non-compliance under the legislation are identified and confirmed • Application of the legislation is consistent with the boundaries and powers contained therein
PSPREG401A/02	Utilise other legislation	• Other legislation which impacts on powers is identified and applied • Apparently conflicting legislative directions are resolved or referred in accordance with organisational policy and procedures
PSPREG401A/03	Work with other organisations	• Organisational protocols and procedures are followed when working with other organisations whose jurisdictions may overlap • Lead agency protocols / lines of authority are followed during operations involving more than one organisation

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

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RANGE OF VARIABLES

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Legislation may include

State/Territory and Commonwealth legislation related to

- public sector management
- financial management
- customs & excise
- quarantine
- fisheries
- agriculture
- land management
- conservation
- coastal management
- environmental protection
- workers compensation
- occupational safety and health,
- workplace relations
- planning
- construction
- transport
- energy
- mining
- communications
- education and children's services
- employment, vocational education and training
- financial audit act
- equal employment opportunity and anti-discrimination

Other legislation may include

aspects of

- common law
- criminal code
- crimes act
- contract law
- administrative law
- industrial relations law

Other personnel may include

- industrial inspectors
- State/Territory police and special units
- federal police
- military police
- Local Government law enforcement officers
- fire and rescue
- emergency services
- State/Territory/Commonwealth prosecution agencies
- coroner's office
- administrative appeals tribunals

Regulatory activities may include

- on the spot fines
- issue of notices
- powers of entry
- initiation of proceedings for prosecution

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria in each of the contexts provided by units PSPREG402 - 409 ; and
- knowledge of principal legislation and consistency of application in those contexts

Interdependent assessment of units

Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: PSPREG402 - 409 inclusive

Underpinning knowledge

knowledge of relevant legislation which may include:

- aspects of criminal law, administrative law, industrial law; contract law
- organisational protocols and procedures
- equal employment opportunity, equity and diversity principles

Underpinning skills

- scanning techniques to locate main ideas
- negotiating strategies to clarify understanding
- communication and teamwork
- cross-cultural competency, including gender and disability
- analytical skills
- research skills
- information technology skills
- using an internet web browser
- working with others in a team
- reading complex written materials such as legislation, regulations, codes of practice and legal precedents and applying them to work practices;
- discussion involving complex exchanges of oral information

Resource implications

- simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Consistency of performance

- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPREG402A: PROMOTE CLIENT COMPLIANCE WITH LEGISLATION

This unit covers provision of information and advice by non-police personnel in one-to-one and group situations to raise awareness, encourage understanding and improve compliance with legislative requirements.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPREG402A/01	Advise and assist clients to comply with legislation	• Client needs and expectations are confirmed • Information provided to clients is current, timely and meets the specific needs of clients in its range, depth and form of presentation • Feedback is obtained on the client's level of understanding and additional information or explanation clarifies issues if required • Clients are advised of processes and timelines when interpretation / advice from others is needed for complex matters
PSPREG402A/02	Implement strategies to improve compliance and protect the community	• Communication strategies are tailored to the audience and the context • Presentation standards meet organisational guidelines and the needs of clients • Information provided to clients and the community is current and promotes the benefits of compliance • Community rights and responsibilities and avenues for public redress under the legislation are highlighted • Content and communication strategies are adjusted in response to feedback gathered from a range of clients

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1
Working with others and in teams	2

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.

Legislation and policies may include

- enabling and related legislation
- legal precedents

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- organisational policy and procedures
- equal employment opportunity and anti-discrimination law

Clients may include
- individuals
- organisations
- general public
- key stakeholders from industry
- industry groups
- unions
- students
- community/ specific interest groups
- other government agencies

Information may include
- verbal advice or explanation
- written materials
- brochures
- videos
- electronic media: floppy disk, CD-ROM, email, Internet

Communication strategies may include
- one-to-one
- informal discussion
- telephone cal
- small group discussion/presentation
- large group presentation
- written paper-based or electronic presentation
- teleconference
- video-conference

Contexts may include
- telephone
- face to face
- public forums
- in the workplace
- in the field
- front counter
- call centres
- video-conferencing
- e-mail
- web-site

Presentation standards may include
- dress
- punctuality
- preparedness
- manner
- handouts
- overhead transparencies/slide shows
- questioning techniques
- customisation to meet the needs of a diverse workplace

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- information reflects legislation while presentation is adjusted to suit different audiences

Interdependent assessment of units

Pre-requisite unit: Nil
Co-requisite units: Nil
Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge

- knowledge of relevant legislation
- policies and legal precedents
- organisational protocols
- industry knowledge
- cultural awareness
- diversity
- learning styles
- delivery approaches
- equal employment opportunity
- equity and diversity principles

Underpinning skills

- communication skills
- presentation skills
- research skills including legal research
- people skills - conflict resolution, coaching, problem solving
- cross-cultural competency, including gender and disability
- information technology skills, using an internet web browser
- reading and explaining complex and formal documents such as legislation and their application to clients' situations
- advice and discussion using complex exchanges of oral information

Resource implications

- simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Consistency of performance

- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- this competency may be assessed on or off-the-job

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UNIT PSPREG403A: ASSESS COMPLIANCE WITH LEGISLATION

This unit covers risk assessment, monitoring of situations, environments and behaviours, and analysis of information by non-police personnel to assess compliance with legislation.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPREG403A/01	Monitor areas under jurisdiction	• Information, allegations and complaints are recorded and responded to in a timely manner and in accordance with legislation, policy and procedures • Risk assessment analysis is conducted to identify and prioritise areas for monitoring • Monitoring is conducted in accordance with legislation, policy and procedures • Inspections and/or audits are conducted in accordance with organisational policy and procedures • Safety of self and others is protected in accordance with legislation, policy and procedures • Specialist equipment is utilised when required, in accordance with legislation, policy and procedures • Cooperation with other organisations and jurisdictions is facilitated in accordance with organisational policy and procedures
PSPREG403A/02	Conduct research to determine levels of compliance	• Research/sampling methodology is selected according to the purpose, situation and operational guidelines • Information/samples are collected and analysed in accordance with organisational policy, procedures and Australian standards • Information/samples are relevant and sufficient for the purpose identified • Assessment is made against the requirements of the legislation and the level of compliance is identified and documented according to legal and organisational requirements

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Legislation and policies may include
- enabling legislation
- occupational health and safety legislation
- workers compensation legislation
- equal employment opportunity and anti-discrimination law
- listening devices legislation; privacy legislation / instructions
- organisational set procedures and protocols
- Australian standards

Risk assessment may include
- formal risk management cycle
- informal risk assessment

Monitoring may include
- surveillance
- spot checks
- comparison of data over time

Specialist equipment may include
- computer data analysis systems
- computer aided auditing techniques
- electronic equipment
- listening devices
- cameras
- chemical analysis kits
- security cupboards
- oil sampling kits
- personal protection equipment

Other organisations / jurisdictions may include
- State/Territory police and special units
- federal police
- military police
- Local Government law enforcement officers
- fire and rescue
- emergency services

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and
- compliance requirements; monitoring procedures; evidence gathering methodology

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support

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Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge

- knowledge of own and other's jurisdiction
- risk management
- cultural knowledge
- equal employment opportunity
- equity and diversity principles
- application of audit tools
- research and sampling methodologies
- security storage of information
- procedures for recording allegations/complaints
- specialist equipment

Underpinning skills

- analytical and conceptual
- problem solving
- information technology
- research
- technical
- communication including
- questioning and negotiation of meaning in sometimes difficult situations;
- cross-cultural competency, including gender and disability
- reading and applying complex information from legislation, regulations and codes of practice
- verbal and written exchanges of complex information

Resource implications

- this unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations

Consistency of performance

- assessment to be conducted over time across a range of workplace scenarios; continuous learning/assessment ('re-qualification') required

Context/s of assessment

- assessment to be undertaken in a workplace where possible or simulated workplace environment which replicates the range of conditions likely to be encountered when assessing compliance with legislation

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UNIT PSPREG404A: INVESTIGATE NON-COMPLIANCE WITH LEGISLATION

This unit covers identification by non-police personnel of possible non-compliance and recommendations for ensuing action.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPREG404A/01	Initiate preliminary investigation to confirm non compliance	• Information is confirmed as genuine and assessed against legislative requirements to confirm likely non-compliance • Information is tested against the legislation to confirm possible breach falls within jurisdiction • Importance / urgency of the matter is assessed and the priority allocated enables timely and effective action • Recording of alleged breach is timely and meets legislative requirements and organisational policy and procedures • Investigation planning and recording meets legislative requirements and organisational policy and procedures
PSPREG404A/02	Conduct investigation	• Evidentiary elements of the offence are identified • Security and preservation of potential evidence is managed in accordance with legislative requirements, rules of evidence and organisational policy and procedures • Evidence is gathered and stored in accordance with legislative requirements, rules of evidence and organisational policy and procedures • The need for expert assistance is determined and arranged in accordance with organisational procedures • Details of all those involved in possible breach (including witnesses) are recorded in accordance with legislative requirements and organisational policy and procedures • Likely defences are anticipated and evidence to counter them is included • The allegation is recorded in accordance with organisational policy and procedures
PSPREG404A/03	Finalise investigation	• If no breach has occurred or no action is to be taken, documentation records reasons and justification, and is completed in accordance with organisational policy and procedures • If breach is confirmed, action recommended is appropriate, timely, and within the officer's discretion under the legislation and organisational policy and procedures • Preparation and submission of a record of the investigation and consequent recommendations for action meet legislative and organisational requirements

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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2
Working with others and in teams	2

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.

Legislation and policies may include
- enabling legislation
- confidentiality
- privacy; criminal, civil or administrative law
- contract law
- equal employment opportunity and anti-discrimination law
- disciplinary procedures
- government policy
- organisational guidelines
- regulatory standards
- codes of practice
- international treaties (EEO, world heritage)

Expert assistance may include
- scientific professional
- handwriting expert
- auditor

Locations may include
- public areas
- worksites
- in the field
- at sea
- office environment
- potential crime scenes

Appropriate action may include
- measures to control/contain breach
- warning
- caution
- notice

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- fine
- arrest
- criminal prosecution
- civil action
- debt recovery strategy

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and
- knowledge of the legislation; and
- identification of non-compliance; and
- processes and procedures followed during evidence gathering

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge
- investigation methodology and techniques
- applicable legislation
- aspects of criminal, civil or administrative law
- jurisdiction
- organisational policy and procedures
- cultural awareness
- equal employment opportunity, equity and diversity principles
- powers and restrictions to investigate
- rules and types of evidence
- report procedures which provide a written and/or electronic audit trail
- confidentiality and privacy issues
- procedures re lines of reporting
- storage of evidence

Underpinning skills
- ethical conduct
- high level written and oral - reading and comparison of complex written information
- written reports and recommendations requiring precision of expression
- analytical
- investigation
- planning
- report writing
- interpersonal and conflict resolution
- cross-cultural competency, including gender and disability
- time management
- planning

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- process mapping
- decision-making
- ability to adapt to changing circumstances and make decisions

Resource implications

- this unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations

Consistency of performance

- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

- assessment to be undertaken in a workplace where possible or simulated workplace environment which replicates the range of conditions likely to be encountered when investigating non-compliance with legislation

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UNIT PSPREG405A: ACT ON NON-COMPLIANCE

This unit covers the issue of advice, instructions, warnings, notices and fines by non-police personnel.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPREG405A/01	Attend situations where non-compliance is suspected	• Procedure is followed in accordance with legal requirements and organisational policy and procedures • Personal conduct meets organisational guidelines and protocols • Safety of self and others is protected in accordance with operational policy and procedures • When assistance is required, requests are timely and in accordance with legislative requirements and organisational policy and procedures
PSPREG405A/02	Take action on non-compliance	• Negotiation to achieve compliance is timely and in accordance with organisational policy and procedures • Type of action matches the seriousness of the offence • Action is conducted in accordance with legal requirements and organisational guidelines • Personal conduct meets organisational guidelines and protocols and protects the rights and responsibilities of clients

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	3
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	2
Working with others and in teams	2

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

Legislation and policies may include

- enabling legislation
- organisational processes
- codes of conduct
- equal employment opportunity and anti-discrimination law

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Offenders may include
- people from all age groups, cultural and linguistic backgrounds
- people with weapons
- people affected by alcohol or drugs

Action on non-compliance may include
- oral or written instructions
- warnings
- seizure
- infringement notices
- expiation
- cautions
- fines
- summons
- notice of legal action

Assistance may include
- other officers
- other jurisdictions
- other organisations

police

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements and their related performance criteria; and
- meeting legal requirements; and
- cultural awareness

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge
- legislation
- organisational procedures and guidelines
- organisational parameters for decision-making
- negotiation etc
- awareness of social, and cultural issues (demographics)
- equal employment opportunity, equity and diversity principles
- safety of self and others

Underpinning skills
- negotiation skills
- conflict resolution
- self preservation skills
- judgment

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- cross-cultural competency, including gender and disability
- interpersonal skills
- using complex exchanges of oral information
- writing requiring precision of expression and formality in structure and format

Resource implications

- this unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations

Consistency of performance

- assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context/s of assessment

assessment to be undertaken in a workplace where possible or simulated workplace environment which replicates the range of conditions likely to be encountered when acting on non-compliance with legislation

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UNIT PSPGOV401A: APPLY KNOWLEDGE OF GOVERNMENT PROCESSES

This unit covers the application of a knowledge of the machinery of government, legislation and regulations, organisational functions and protocols.

	ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PSPGOV401A/01	Access information relating to the machinery of government	• Up-to-date information relating to the machinery of government relevant to work responsibilities is identified, accessed and applied
PSPGOV401A/02	Apply a knowledge of organisational functions	• Up-to-date information relating to the structure and functions of the organisation is accessed and applied • Correct levels of authority are utilised and the appropriate persons are identified to deal with responsibilities within the organisation
PSPGOV401A/03	Apply a knowledge of protocols	• Up-to-date information relating to government protocols is identified, accessed and applied • Correct protocols are observed in dealings with persons from within and outside the organisation
PSPGOV401A/04	Apply a knowledge of legislation and regulations	• Up-to-date information relating to legislation and regulations relevant to the organisation is identified and accessed • Work activities are consistent with relevant legislation and regulations

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Solving problems	1
Using technology	1
Working with others and in teams	1

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.

Machinery of government may include

- cycles of government (budget etc)
- separation of powers (Executive, Judiciary, Legislative)

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- levels of government (Federal, State/Territory, Local)
- legislative process
- government structures (Unicameral, bicameral)
- cabinet; ministers
- departments; quasi-government organisations

Information may include
- documents
- data bases
- web sites

Organisational structures may include
- bureaucratic structure and hierarchy
- key personnel and their roles
- key organisational functions and accountabilities

Protocols may include
- forms of address
- restrictions relating to contact with:
    - Minister's office
    - media
    - members of the public / specific interest groups
    - members of parliament
    - other government departments
    - senior management / Board members
    - government and opposition parties

Legislation and regulations may include
- those specific to the responsibilities of the organisation
- those relating to government organisations in general
- those relating to workplaces and organisations in general (including OS&H, etc)

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria;
- information applied is current and reflects the range of government processes relevant to work responsibilities; and
- application of the knowledge in different workplace situations is in accordance with organisational requirements

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil
Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate IV or above, particularly PSPGOV402A Deliver and Monitor Service to Clients, PSPGOV403A Use Resources to Achieve Work Unit Goals, PSPGOV404A Develop and Implement Work Unit Plans, PSPGOV405A Provide Input to the Change Process, PSPGOV406A Gather and Analyse Information and PSPGOV407A Prepare a Quotation

Underpinning knowledge
- range and type of legislation relating to the public sector
- public sector code/s of ethics, code/s of conduct and statements of values
- EEO, equity and diversity principles

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Underpinning skills

- acquire information (learn)
- retain information (remember)
- recall information
- discard redundant information
- cross cultural competence, including gender and disability

Resource implications

- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance

- knowledge and performance to be assessed over time to assess consistency

Context/s of assessment

- this competency should be assessed on-the-job where possible

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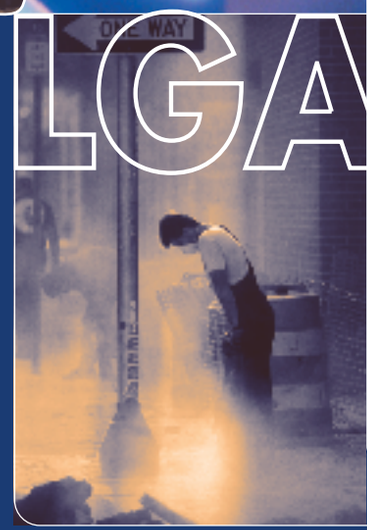
Local Government Training Package

Qualification Pathway

▶ Operational Works

LGA00



- Qualification Framework
- Competency Standards

The material contained within this volume is part of the endorsed component of the Training Package.
This pathway was endorsed by the NTQC in December 2001 and agreed by Ministers. The Training Package is to be reviewed by March 2003.

AUSTRALIAN LOCAL government Training

Local Government Training Package (Operational Works)

LGA00

This pathway was endorsed by the NTQC on 11/12/01 and agreed by Ministers.
The Training Package is to be reviewed by 31/03/03.

The contents of this volume refer only to the endorsed components
of the Operational Works pathway in the LGA00 Local Government Training Package.
This volume should not
be read in isolation but in the context of the Training Package as a whole.

Training Packages are not static documents. Changes are made periodically to reflect the latest industry practices.

Before commencing any form of training or assessment, you must ensure delivery is from the *current version* of the Training Package.

To ensure you are complying with this requirement:

- check the Print Version Number found just below the copyright statement on the imprint page of your current Training Package
- access the ATP website **(http://www.atpl.net.au**) and check the latest Print Version Number, which is displayed in the sample of the Training Package
- in cases where the Print Version Number is later than yours, the Print Version Modification History in the Training Package sample on the ATP website will indicate the changes that have been made.

The Modification History is also available on the website of the developer of the Training Package: **http://www.algt.com.au.**

The National Training Information Service **(http://www.ntis.gov.au)** also displays any changes in Units of Competency and the packaging of qualifications.

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QUALIFICATIONS IN THE LOCAL GOVERNMENT TRAINING PACKAGE (OPERATIONAL WORKS)

List of qualifications

LGA10201 Certificate I in Local Government (Operational Works)

LGA20301 Certificate II in Local Government (Operational Works)

LGA30301 Certificate III in Local Government (Operational Works)

LGA40301 Certificate IV in Local Government (Operational Works)

LGA50401 Diploma in Local Government (Operational Works)

LGA60401 Advanced Diploma in Local Government (Operational Works)

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UNITS OF COMPETENCY IN THE LOCAL GOVERNMENT TRAINING PACKAGE (OPERATIONAL WORKS)

Common Core

AQF Level I

LGACORE101A	Access learning opportunities
LGACORE102A	Follow defined occupational health and safety policies and procedures
LGACORE103A	Provide service to customers in a Local Government environment
LGACORE104A	Work effectively in the Local Government context
LGACORE105A	Work with others in Local Government

AQF Level V

LGACORE501A	Provide quality and timely advice to Council

AQF Level VI

LGACORE601A	Develop, implement and review operational plans
LGACORE602A	Promote and facilitate organisational performance
LGACORE603A	Promote Council's mission and services

Common Elective

AQF Level V

LGACOM501A	Develop and organise public education programs
LGACOM502A	Devise and conduct community consultations
LGACOM503A	Prepare a budget

AQF Level VI

LGACOM601A	Acquire and dispose of assets
LGACOM602A	Coordinate and facilitate a change process
LGACOM603A	Develop, implement and review policies and procedures

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Specialisation Elective

AQF Level II

LGAWORK201A	Control traffic at a work site
LGAWORK204A	Plan daily work routines
LGAWORK205A	Operate and maintain equipment
LGAWORK206A	Measure and calculate civil materials
LGAWORK207A	Perform field support duties in a roadwork environment
LGAWORK208A	Perform field support duties in the construction and maintenance of water reticulation systems
LGAWORK209A	Perform field support duties in the construction and maintenance of sewerage collection systems
LGAWORK210A	Perform field support duties in concrete construction

AQF Level III

LGAWORK301A	Evaluate works maintenance needs and priorities
LGAWORK302A	Oversee traffic control plan around a work site
LGAWORK303A	Prepare site for new operational works
LGAWORK304A	Construct and maintain drainage systems
LGAWORK305A	Construct and maintain concrete structures
LGAWORK306A	Construct roads and pavements
LGAWORK307A	Maintain reticulated services
LGAWORK308A	Lead a team
LGAWORK309A	Coordinate the work activities of a team
LGAWORK310A	Maintain roads and pavements
LGAWORK311A	Maintain bridges

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AQF Level IV

LGAWORK401A	Develop works maintenance schedule
LGAWORK402A	Prepare for operational works
LGAWORK403A	Manage civil plant and resources
LGACOM401A	Administer contracts
LGACOM402A	Arrange contracts
LGACOM405A	Implement and monitor the organisation's occupational health and safety policies, procedures and programs within the work group/section
LGACOM406A	Investigate alleged breaches of legislation and prepare documentation
LGACOM407A	Manage finances within a budget
LGACOM409A	Prepare tender documentation

AQF Level V

LGAWORK501A	Prepare preliminary design for operational works
LGAWORK502A	Prepare detailed works project documentation
LGAWORK503A	Undertake project investigation

AQF Level VI

LGAWORK601A	Monitor and finalise works projects
LGAWORK602A	Supervise establishment of works projects
LGAWORK603A	Determine and prioritise Council's works program

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: OPERATIONAL WORKS

CERTIFICATE I IN LOCAL GOVERNMENT (OPERATIONAL WORKS) (LGA10201)

Qualification requirements = 8 units (5 Common Core + 3 Electives)

One elective unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE101A	Access learning opportunities
LGACORE102A	Follow defined occupational health and safety policies and procedures
LGACORE103A	Provide service to customers in a Local Government environment
LGACORE104A	Work effectively in the Local Government context
LGACORE105A	Work with others in Local Government
Local Government Specialisation Elective Units	
LGAWORK201A	Control traffic at a work site
LGAWORK205A	Operate and maintain equipment
* RUC299CMA	Conduct erosion and sediment control activities on development sites

Electives may be chosen from other Training Packages and/or endorsed Competency Standards in accordance with the requirements of those standards

Industry Applicable Training Packages:

LGA00 Local Government Training Package

BCG98 General Construction Training Package

BCC98 Civil Construction Training Package

RUH98 Horticulture Training Package

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: OPERATIONAL WORKS

CERTIFICATE II IN LOCAL GOVERNMENT (OPERATIONAL WORKS) (LGA20301)

Qualification requirements = 14 Units (5 Common Core + 9 Electives)

Electives may be chosen from any of the Local Government specialisation elective units and/or from additional Local Government specialisation units listed at this level from other Local Government qualification pathways. The selection of units from any other endorsed standards and/or Training Packages may require the completion of prerequisite units. Up to two elective units packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE101A	Access learning opportunities
LGACORE102A	Follow defined occupational health and safety policies and procedures
LGACORE103A	Provide service to customers in a Local Government environment
LGACORE104A	Work effectively in the Local Government context
LGACORE105A	Work with others in Local Government
Local Government Specialisation Elective Units	
LGAWORK201A	Control traffic at a work site
LGAWORK204A	Plan daily work routines
LGAWORK205A	Operate and maintain equipment
LGAWORK206A	Measure and calculate civil materials
LGAWORK207A	Perform field support duties in a roadwork environment
LGAWORK208A	Perform field support duties in the construction and maintenance of water reticulation systems
LGAWORK209A	Perform field support duties in the construction and maintenance of sewerage collection systems
LGAWORK210A	Perform field support duties in concrete construction
LGAEHRW201A	Collect waste refuse or recyclables
* RUC299CMA	Conduct erosion and sediment control activities on development sites

Electives may be chosen from other Training Packages and/or endorsed Competency Standards in accordance with the requirements of those standards

Industry Applicable Training Packages:

LGA00 Local Government Training Package

BCG98 General Construction Training Package

BCC98 Civil Construction Training Package

RUH98 Horticulture Training Package

PSP99 Public Services Training Package

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: OPERATIONAL WORKS

CERTIFICATE III IN LOCAL GOVERNMENT (OPERATIONAL WORKS) (LGA30301)

Qualification requirements = 17 units (5 Common Core + 12 Electives) plus completion of 9 electives from Certificate II in Local Government (Operational Works)

Electives may be chosen from any of the Local Government specialisation elective units and/or from additional Local Government specialisation units listed at this level from other Local Government qualification pathways. The selection of units from any other endorsed standards and/or Training Packages may require the completion of prerequisite units. Up to two elective units packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE101A	Access learning opportunities
LGACORE102A	Follow defined occupational health and safety policies and procedures
LGACORE103A	Provide service to customers in a Local Government environment
LGACORE104A	Work effectively in the Local Government context
LGACORE105A	Work with others in Local Government
Local Government Specialisation Elective Units	
LGAWORK301A	Evaluate works maintenance needs and priorities
LGAWORK302A	Oversee traffic control plan around a work site
LGAWORK303A	Prepare site for new operational works
LGAWORK304A	Construct and maintain drainage systems
LGAWORK305A	Construct and maintain concrete structures
LGAWORK306A	Construct roads and pavements
LGAWORK307A	Maintain reticulated services
LGAWORK308A	Lead a team
LGAWORK309A	Coordinate the work activities of a team
LGAWORK310A	Maintain roads and pavements
LGAWORK311A	Maintain bridges
* RUC299CMA	Conduct erosion and sediment control activities on development sites
* RUC377CMA	Implement erosion and sediment control measures

Electives may be chosen from other Training Packages and/or endorsed Competency Standards in accordance with the requirements of those standards

Industry Applicable Training Packages:

LGA00 Local Government Training Package

BCG98 General Construction Training Package

BCC98 Civil Construction Training Package

RUH98 Horticulture Training Package

PSP99 Public Services Training Package

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: OPERATIONAL WORKS

CERTIFICATE IV IN LOCAL GOVERNMENT (OPERATIONAL WORKS) (LGA40301)

Qualification requirements = 18 Units (6 Core + 12 Electives)

Electives may be chosen from any of the Local Government specialisation elective units and/or from additional Local Government specialisation units listed at this level from other Local Government qualification pathways. The selection of units from any other endorsed standards and/or Training Packages may require the completion of prerequisite units. Up to two elective units packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE102A	Follow defined occupational health and safety policies and procedures
LGACORE104A	Work effectively in the Local Government context
LGACORE105A	Work with others in Local Government
BSXFMI1402A	Provide leadership in the workplace
BSXFMI1404A	Participate in, lead and facilitate work teams
BSXFMI1405A	Manage operations to achieve planned outcomes
Local Government Specialisation Elective Units	
LGAWORK401A	Develop works maintenance schedule
LGAWORK402A	Prepare for operational works
LGAWORK403A	Manage civil plant and resources
LGACOM401A	Administer contracts
LGACOM402A	Arrange contracts
LGACOM405A	Implement and monitor the organisation's occupational health and safety policies, procedures and programs within the work group/section
LGACOM406A	Investigate alleged breaches of legislation and prepare documentation
LGACOM407A	Manage finances within a budget
LGACOM409A	Prepare tender documentation
* RUC475CMA	Supervise on site implementation of conservation works

Electives may be chosen from other Training Packages and/or endorsed Competency Standards in accordance with the requirements of those standards

Industry Applicable Training Packages:

LGA00 Local Government Training Package

BCG98 General Construction Training Package

BCC98 Civil Construction Training Package

RUH98 Horticulture Training Package

PSP99 Public Services Training Package

BSB01 Frontline Management Competency Standards

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: OPERATIONAL WORKS

DIPLOMA OF LOCAL GOVERNMENT (OPERATIONAL WORKS) (LGA50401)

Qualification requirements = 14 units (6 Core Common + 8 Electives)

At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas or from any other Local Government pathway at this qualification level. The selection of units from any other endorsed standards and/or Training Packages may require the completion of prerequisite units. One elective unit packaged in the preceding qualification level and one unit from the next qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE102A	Follow defined occupational health and safety policies and procedures
LGACORE104A	Work effectively in the Local Government context
LGACORE501A	Provide quality and timely advice to Council
BSXFMI502A	Provide leadership in the workplace
BSXFMI504A	Participate in, lead and facilitate work teams
BSXFMI505A	Manage operations to achieve planned outcomes
Local Government Common Elective Units	
LGACOM501A	Develop and organise public education programs
LGACOM502A	Devise and conduct community consultations
LGACOM503A	Prepare a budget
Local Government Specialisation Elective Units	
LGAWORK501A	Prepare preliminary design for operational works
LGAWORK502A	Prepare detailed works project documentation
LGAWORK503A	Undertake project investigation

Electives may be chosen from other Training Packages and/or endorsed Competency Standards in accordance with the requirements of those standards

Industry Applicable Training Packages:

LGA00 Local Government Training Package

BCG98 General Construction Training Package

BCC98 Civil Construction Training Package

RUH98 Horticulture Training Package

PSP99 Public Services Training Package

BSB01 Frontline Management Competency Standards

Private Sector Project Management Competency Standards (0154) Level 5

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SECTION A: LOCAL GOVERNMENT QUALIFICATIONS FRAMEWORK: OPERATIONAL WORKS

ADVANCED DIPLOMA OF LOCAL GOVERNMENT (OPERATIONAL WORKS) (LGA60401)

Qualification requirements = 12 units (5 Common Core + 7 Electives)

At least four Local Government electives must be selected from the common elective and specialisation elective units set out below. Additional electives may come from these areas or from any other Local Government pathway at this qualification level. The selection of units from any other endorsed standards and/or Training Packages may require the completion of prerequisite units. One elective unit packaged in the preceding qualification level may be selected to construct the qualification content.

Local Government Common Core Units	
LGACORE102A	Follow defined occupational health and safety policies and procedures
LGACORE501A	Provide quality and timely advice to Council
LGACORE601A	Develop, implement and review operational plans
LGACORE602A	Promote and facilitate organisational performance
LGACORE603A	Promote Council's mission and services
Local Government Common Elective Units	
LGACOM601A	Acquire and dispose of assets
LGACOM602A	Coordinate and facilitate a change process
LGACOM603A	Develop, implement and review policies and procedures
Local Government Specialisation Elective Units	
LGAWORK601A	Monitor and finalise works projects
LGAWORK602A	Supervise establishment of works projects
LGAWORK603A	Determine and prioritise Council's works program

Electives may be chosen from other Training Packages and/or endorsed Competency Standards in accordance with the requirements of those standards

Industry Applicable Training Packages:

LGA00 Local Government Training Package

BCG98 General Construction Training Package

BCC98 Civil Construction Training Package

RUH98 Horticulture Training Package

PSP99 Public Services Training Package

BSB01 Frontline Management Competency Standards

Private Sector Project Management Competency Standards (0154) Level 5

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UNIT LGAWORK201A	CONTROL TRAFFIC AT A WORK SITE
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to control traffic, both pedestrian and vehicular, around/through a Council work site
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for traffic control	1.1 Safety equipment and personal protective equipment are identified and used according to manufacturers' recommendations and workplace procedures
	1.2 Traffic controller's position and escape route is identified according to workplace procedures
2. Maintain traffic flow	2.1 Traffic is controlled using clear signals according to workplace procedures
	2.2 Traffic volume is monitored and traffic control changed to suit the site conditions ensuring minimal disruptions
	2.3 Communication with other controllers and the public is carried out according to workplace procedures
3. Respond to emergencies	3.1 Emergencies are responded to according to workplace procedures
	3.2 Information about incidents or accidents is recorded and reported according to workplace procedures
4. Maintain records	4.1 A record is maintained detailing sign types and positions
	4.2 Required procedures are carried out when restricting vehicle speed through a work site

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Traffic	vehicular, pedestrian, livestock
Equipment	two-way radio, hand signals, stop/slow batons, mobile phones

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Control devices	mobile electronic detour, detour signs, witches hats
Traffic route	alternative access detours
Instructions	oral, diagrammatic
Controller	single operator, two operators in visual/voice contact, two operators in radio contact
Records	diary, photographic, Council pro-forma
Workplace procedures	Council policies, guidelines, traffic control plan, emergency procedures, communication with the public on traffic flow and disruption, accident reporting procedures

EVIDENCE GUIDE	
Critical aspects of evidence	occupational health and safety regulations applicable to workplace operations are complied with traffic control devices are positioned accurately traffic flow is maintained effectively communication with the public and personnel is appropriate a range of communication equipment is operated in compliance with Australian Standards and traffic control regulations
Underpinning knowledge	Council accident/incident reporting procedures workplace and equipment safety requirements relevant Australian Standards Council emergency procedures
Underpinning skills	measurement and estimation of speed and distance workplace and public communication skills working safely to instructions use of two-way communication systems reporting in an oral and/or written format use of a key/symbols in interpreting information in Australian Standards signage recognition

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Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	record information about accident/incident
Communicate ideas and information	**1**	communicate with the public and other workers
Plan and organise activities	**0**	
Work with others and in teams	**1**	maintain traffic flow
Use mathematical ideas and techniques	**1**	estimate stopping distance
Solve problems	**1**	identify variations in the traffic condition
Use technology	**1**	use two-way radio, electronic detour machine

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UNIT LGAWORK204A	PLAN DAILY WORK ROUTINES
UNIT DESCRIPTOR	This unit covers the skills and knowledge required for the planning of daily work routines with associated Council works
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Interpret work schedules	1.1 Daily work activities are clearly defined, integrated and prioritised to meet Council work schedules
2. Organise materials and equipment	2.1 Materials and equipment are checked for availability 2.2 Materials and equipment are organised to meet the schedule and the requirements of the task
3. Respond to problems as they arise	3.1 Response takes into account Council responsibilities and constraints 3.2 Response maintains a quality outcome, minimises impact on work schedules and reflects accurately knowledge of products and processes used by the Council 3.3 Response is consistent with Council priorities and policies

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Work activities	daily routines, periodic routines, ad hoc activities
Resources	materials, plant, equipment, human
Restraints	weather, human, financial

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EVIDENCE GUIDE

Critical aspects of evidence	products and processes used in the Local Government enterprise: covers works schedules, time-sheets, log books, equipment maintenance records evidence must show prioritising, organising and interpreting skills
Underpinning knowledge	resource allocation acceptance of accountability and judgment relevant occupational health and safety requirements Council procedures and requirements related to work routines
Underpinning skills	written and verbal communication
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	develop daily work plan
Communicate ideas and information	**1**	interpret and explain work activities
Plan and organise activities	**1**	organise resources for a specific job
Work with others and in teams	**1**	help define work activities
Use mathematical ideas and techniques	**1**	calculate material quantities for requisition purposes
Solve problems	**1**	make adjustments
Use technology	**1**	use calculators and two-way radios

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UNIT LGAWORK205A	OPERATE AND MAINTAIN EQUIPMENT
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to undertake the operation and maintenance of small units of equipment
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Operate equipment	1.1 Equipment is operated in accordance with manufacturers' specifications, Council procedures and statutory requirements
	1.2 Operational problems with equipment are identified and reported to the appropriate person
	1.3 Equipment is operated in accordance with occupational health and safety legislation and guidelines
2. Monitor and maintain equipment	2.1 Equipment is inspected regularly in accordance with manufacturers' specifications and Council standards
	2.2 Equipment is maintained and reports are made in accordance with Council procedures and manufacturers' specifications
	2.3 Equipment is serviced regularly and repairs are arranged in accordance with Council procedures and manufacturers' specifications
3. Maintain records	3.1 Information is recorded in accordance with Council legislative requirements
	3.2 Records are clear and accurate and kept up-to-date in accordance with Council procedures
	3.3 Records are secured and accessible in accordance with Council requirements

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

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Equipment indoor	photocopiers, computers, fax machines
Equipment outdoor	chain saws, electric tools, small motorised tools and equipment
Data required	manufacturers' specifications, records of operations, defects reports
Maintenance activities	basic cleaning, replacement of consumable items such as oil, spark plugs and belts

EVIDENCE GUIDE

Critical aspects of evidence	relevant Council policies, procedures and documentation include log books and equipment maintenance records manufacturers' specifications are followed equipment is operated in accordance with manufacturers' procedures and handbooks
Underpinning knowledge	interpretation of manuals occupational health and safety requirements types of plant and equipment
Underpinning skills	plant and equipment operation and maintenance and servicing procedures written and verbal communication skills
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	work with information that covers Council procedures and statutory requirements
Communicate ideas and information	**1**	inspect and maintain equipment and report service difficulties
Plan and organise activities	**1**	arrange major repairs in accordance with Council procedures and manufacturers' instructions
Work with others and in teams	**1**	identify and report equipment defects to the appropriate person
Use mathematical ideas and techniques	**1**	calculate output capability of plant and equipment
Solve problems	**1**	rectify defects as they occur
Use technology	**1**	use tools and equipment such as chainsaws and electric tools

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UNIT LGAWORK206A	MEASURE AND CALCULATE CIVIL MATERIALS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required for the selection of materials, calculation of quantities and measurements for civil works
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Interpret working drawings	1.1 The range of drawings used by municipal workers is identified 1.2 Plan elevations and sections are identified from supplied drawings 1.3 Details are communicated to appropriate staff
2. Calculate quantities and measurements in setting out civil works	2.1 Volumes and areas are calculated for various types of civil works 2.2 Lines and levels are set to plan 2.3 Units and measurements are converted as required
3. Apply civil materials	3.1 Appropriate civil materials are identified for various types of civil works 3.2 Appropriate materials are manufactured in accordance with civil works requirement 3.1 Civil materials are placed and applied in accordance with drawings and specifications

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Types of materials	soils, bitumen, aggregates, asphalt, concrete, timber
Plans and specifications	works plan, engineering drawings, specifications
Measurements	length, area, volume, scales
Calculation tools	hand calculators, computers

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EVIDENCE GUIDE	
Critical aspects of evidence	appropriate materials and correct quantities are selected for the construction and maintenance of civil works plans and specifications are interpreted accurately areas are adequately set out according to plans and specifications calculations of volumes and areas are accurate Australian Standards are used and met
Underpinning knowledge	written and verbal communication methods of measurement and calculation, tapes, rulers, levels, test equipment interpretation of drawings, plans and specifications occupational health and safety requirements recognition of civil materials
Underpinning skills	written and verbal communication numeracy and calculation skills
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	select appropriate civil materials for specific use
Communicate ideas and information	**1**	communicate information to user
Plan and organise activities	**1**	plan setting out activities
Work with others and in teams	**1**	liaise with materials' users
Use mathematical ideas and techniques	**1**	measure and calculate appropriate materials and quantities
Solve problems	**1**	make adjustments to suit need
Use technology	**1**	use various calculation tools and measuring equipment

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UNIT LGAWORK207A	PERFORM FIELD SUPPORT DUTIES IN A ROADWORK ENVIRONMENT
UNIT DESCRIPTOR	This unit covers the skills and knowledge of activities that are undertaken in respect of civil works and road and drainage works
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Establish site facilities for road maintenance and construction, drainage and concrete construction	1.1 Work is planned and programmed to be undertaken in accordance with drawings, specifications and other documentation 1.2 Work site is prepared and maintained in a safe condition in accordance with the occupational health and safety requirements and regulations of other accredited authorities 1.3 Traffic control is planned at job site and signed in accordance with relevant Australian Standards 1.4 Underground and overhead obstructions and other utility services are identified
2. Construct roads and pavements	2.1 Site is set out, cleared and prepared 2.2 Earthworks are undertaken and the subgrade prepared 2.3 Construction materials are spread and compacted using appropriate plant, equipment, materials and construction techniques 2.4 Surface is prepared for construction of wearing surface using either a bitumen seal or asphalt surface 2.5 Pavement markings are applied and signs, safety rails and markers are erected as specified
3. Maintain roads and pavement	3.1 Surface is set out and prepared for resealing/patching or other maintenance activities 3.2 Levelling tasks are carried out where necessary using appropriate plant and equipment 3.3 Materials used to maintain the pavement are prepared correctly using appropriate tools and equipment 3.4 Repairs on road pavement, kerb and channel are undertaken; pothole repairs, sealing and asphalt overlays are completed using appropriate tools, plant and equipment

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LGA00 to be reviewed by 31/03/03 V: 2.00

	3.5 Subsurface and surface open drains are maintained, repaired and cleared where necessary
	3.6 Trees and shrubs are trimmed or removed and weeds are controlled according to Council requirements
	3.7 Verges are mown by tractor
4. Use traffic signs and appurtenances in road construction and maintenance	4.1 Appropriate traffic signs are selected in relation to their meaning
	4.2 Traffic signs, light poles etc are erected, dismantled or replaced according to plan or instruction
	4.3 Maintenance on traffic signs and other appurtenances is performed
5. Carry out excavation operations associated with stormwater drainage	5.1 Appropriate tools, plant and equipment are used to perform trenching operations
	5.2 Excavation is undertaken, shoring installed and trenches are battered back according to occupational health and safety requirements
	5.3 Appropriate drainage is provided allowing for the diversion of uncontaminated stormwater from the work site
	5.4 Environmental protector devices are installed as required to meet environmental regulations
6. Install a variety of drainage pipes	6.1 Appropriate drainage pipes for stormwater and subsoil drainage are installed to meet specified requirements
	6.2 Trench bottoms are prepared and laid using appropriate tools, control devices, equipment, bedding and drainage materials in accordance with drawings and specifications
	6.3 Trenches are backfilled using appropriate backfill, in accordance with specified requirements
7. Construct appropriate pits and manholes	7.1 Plant, equipment, tools and materials to construct manholes and pits are selected
	7.2 Pits and manholes are constructed according to Council requirements
8. Maintain records for road construction, maintenance and drainage	8.1 Information is recorded in accordance with Council and legislative requirements
	8.2 Details are recorded clearly, accurately and legibly
	8.3 The as constructed drawings are prepared and secured
	8.4 Records are secured, accessible and up-to-date

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Types of construction materials	soils (clay, sand, gravel, silt), crushed rock, soil aggregates, concrete aggregates, filter sands and aggregates, bitumen, cutback bitumen, bitumen emulsion
Types of pipes and joints	polyvinyl chloride (PVC) pipes, fibre reinforced concrete (FRC) pipes, reinforced and unreinforced concrete pipes, corrugated and slotted PVC pipes concrete joints – butt, socket mortar, socket mastic, socket rubber ring PVC joints – insert, flared compression rubber gasket FRC joints – gibault, machined, rubber joints
Types of road surface	bitumen and emulsion seal, unsealed, gravel, concrete, segmental pavers, asphalt, pre-mix, primer seal
Earthworks	clearing, grading, levelling, excavation, trenching, bulldozers, excavators, trucks, graders, compactors, loaders, skid steers, pumps
Stabilisation	synthetics, soil and clay geomixes, concrete, criblock, gabions, reinforced earth, stone pitching, stone blocking, sand bagging, geotextile fabrics, spray seeding
Drainage	table drains, mitre, kerb and channeling, gullies, run-offs, culverts, sump baskets, end walls, gabions, subsoil drains, stormwater drains, manholes and pits, leaching, leachate control
Road furniture	bins, bus shelters, guide posts, bollards, benches, seats, fences, guardrails, historical lamp posts, tables, rest areas, utility poles, handrails, noise suppressors
Signage	statutory, directional and information, road lines, road markings, reflectors, center lines, directional lines, shoulder lines
Records	test reports, job diaries, instructions, correspondence, time-sheets, accident reports, costing sheets

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EVIDENCE GUIDE

Critical aspects of evidence	appropriate materials, construction methods and processes are used for the construction and maintenance of roads and drainage plans and specifications are adhered to safety on work site is ensured Australian Standards, Codes of Practice, advisory standards are met
Underpinning knowledge	occupational health and safety requirements construction and maintenance practices associated with roads construction and maintenance materials technology associated with road construction and maintenance, drainage and concrete structures work scheduling, inspection, testing and monitoring work site traffic management monitoring and testing methods and procedures
Underpinning skills	written and verbal communication skills reading and interpreting plans and specifications, plant and equipment capabilities and estimation of plant output civil works construction techniques and methods measurement and methods of setting out calculation of quantities trade-specific skills related to work undertaken material testing and translation of results state and local environmental requirements
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	work according to plans and specifications
Communicate ideas and information	**1**	communicate work requirements to relevant staff
Plan and organise activities	**1**	construct or maintain works according to plans and programs
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	measure and calculate quantities
Solve problems	**1**	make adjustments to meet needs
Use technology	**1**	use civil engineering technology associated with roads and drainage such as compaction, soils testing and levelling

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UNIT LGAWORK208A	PERFORM FIELD SUPPORT DUTIES IN THE CONSTRUCTION AND MAINTENANCE OF WATER RETICULATION SYSTEMS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to provide support activity for the construction and maintenance of a water supply reticulation system
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Establish site for water reticulation system's maintenance or construction	1.1 Work is planned and programmed to be undertaken in accordance with drawings, specifications and other documentation 1.2 Work site is prepared and maintained in safe condition and in accordance with the occupational health and safety requirements and regulations of other relevant authorities 1.3 Work is assigned to appropriate accredited personnel or gangs to meet reticulated water services job requirements 1.4 Traffic control is planned at the work site and is signed in accordance with the regulations of various authorities and to meet Australian Standards Manual of Traffic Control Devices 1.5 Underground and overhead obstructions, hazards and other utility services are located
2. Carry out reticulated water service maintenance	2.1 Condition of the water reticulated system is monitored, tested, sampled and reported on 2.2 Water quality problems identified by tests are responded to 2.3 Correct water reticulated service is located and identified 2.4 Defective components or pipeline are repaired, replaced or serviced as required 2.5 Functional pressure/non-pressure tests of items are carried out 2.6 Water reticulation pipes and equipment are cleaned and disinfected with all waste-water being disposed of appropriately 2.7 Service is reinstated after maintenance work has been passed at final inspection

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3. Excavate trenches	3.1 Appropriate drainage is provided for the diversion of all uncontaminated water from the site and silt traps are set up as required to prevent damage to the environment
	3.2 Environmental protection devices are installed as required to meet environmental regulations
	3.3 Levels and lines of works are set out according to the drawings
	3.4 Excavation plant is selected according to requirements
	3.5 Trenches are excavated to depth and grade as shown on plans and shoring or shields are installed or trenches are battered back according to occupational health and safety requirements
	3.6 Pressure and other tests are completed as specified
	3.7 Trenches are backfilled with selected materials, compacted in layers and surface is finished according to specifications
4. Carry out construction of water reticulation service	4.1 Trench bottom is prepared and pipe bedding laid to specifications in accordance with the drawings
	4.2 Pipes are placed and valves, fittings and flow control devices are fitted in accordance with the drawings and specifications
	4.3 Water service is disinfected and functional tests of items are carried out
	4.4 Water system is placed in service and the performance of the water reticulation system is monitored
	4.5 Valve chambers, minor structures and thrust blocks are constructed
5. Complete necessary documentation	5.1 Construction and maintenance reports are completed and filed to meet Council's requirements
	5.2 The as constructed plans and drawings are completed in accordance to completed works

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

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Types of pipes	steel pipes, lined steel pipes, cast and ductile iron pipes, reinforced and unreinforced concrete pipes, polyvinyl chloride (PVC) pipes, fibre reinforced concrete (FRC) pipes, copper pipes
Types of pipe joints	cast iron – flanged, flexible, sleeve, bell and spigot joints steel – butt and spigot and socket welded joints, flanged joints Viking Johnson coupling PVC – insert fitting, flared compression rubber gasket joints FRC – gibault, machined joints rubber joint concrete pipes – socket mortar, socket mastic, socket rubber ring
Types of valves, meters and components	stop valves, non-return valves, flow control valves, pressure control valves, energy dissipaters, air release valves venturi and orifice meters, inferential propeller blade or vane meters, waste and leak detection meters
Pipe protection	non-metallic coatings, metallic coatings, chemical treatments, cathodic
Pipe linings	cement mortar, inversion lining, slip lining, spiral liners, pipe bursting
Disinfectant methods	continuous feed, slug, foam swabs, pigs, flushing
Pipe inspection and tests	pressure, leakage, water quality, compaction, confined spaces
Plant and equipment	excavators, backhoes, trench excavators, trench compactors, trucks, loaders and cranes
Trench support systems	timber struts, wales and runners, steel trench sheets, box shields, poling boards and trucking frames
Structures	pump stations, valve chambers, inspection chambers, thrust blocks, pipe supports
Materials	concrete, steel, clay, sand, rock, crushed rock, geofabric cloth, plastics

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Relevant standards	appropriate Australian Standards related to the maintenance or construction of water reticulation systems
Documents	permits, approvals, plans, receipts, schedules, analysis sheets, cost sheets, time-sheets, test reports, inspection reports

EVIDENCE GUIDE	
Critical aspects of evidence	appropriate materials, pipes and components, construction methods and processes are used for the efficient maintenance and construction of water reticulation and sewerage collection systems plans and specifications are adhered to safety on work site is ensured Australian Standards, Codes of Practice and advisory standards are met
Underpinning knowledge	occupational health and safety requirements construction and maintenance practices related to water distribution systems pipe materials and components technology work scheduling, inspection, testing and monitoring work site traffic management monitoring and testing methods and procedures state and local environmental requirements
Underpinning skills	reading and interpreting plans and specifications, plant and equipment measurement and calculation of quantities measurement and methods of setting out trade-specific skills
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables

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Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	work according to plans and specifications
Communicate ideas and information	**1**	communicate work requirements to relevant staff
Plan and organise activities	**2**	construct or maintain work activities according to plans and programs
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	measure and calculate quantities
Solve problems	**1**	make adjustments to meet needs
Use technology	**2**	use technology such as pipe testing equipment and cleaning devices

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UNIT LGAWORK209A	PERFORM FIELD SUPPORT DUTIES IN THE CONSTRUCTION AND MAINTENANCE OF SEWERAGE COLLECTION SYSTEMS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to provide support activity for the construction and maintenance of sewerage collection systems
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Establish site for sewerage collection system maintenance or construction	1.1 Work is planned and programmed to be undertaken in accordance with drawings, specifications and other documentation 1.2 Work site is prepared and maintained in safe condition and in accordance with the occupational health and safety requirements and regulations of other relevant authorities 1.3 Work is assigned to appropriate accredited personnel or gangs to meet sewerage collection job requirements 1.4 Traffic control is planned at the work site and signed in accordance with the regulations of various authorities and to meet Australian Standards Manual of Traffic Control Devices 1.5 Underground and overhead obstructions and other utility services are located
2. Carry out sewerage collection maintenance	2.1 Condition of the sewerage collection system is monitored, tested, sampled and reported on 2.2 Sewerage collection problems and the source of odours and gases identified by tests are responded to 2.3 Problems associated with sewerage manholes and chambers are inspected and rectified 2.4 Correct sewerage collection service and condition are located and identified 2.5 Defective components of pipeline are repaired, replaced or serviced as required 2.6 Functional pressure/non-pressure tests of items are carried out 2.7 Sewerage collection pipes and equipment are cleaned 2.8 Service is reinstated after maintenance work has been passed at final inspection

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3. Excavate trenches and manholes	3.1 Appropriate drainage is provided for the diversion of all uncontaminated water from the site and silt traps are set up as required to prevent damage to the environment
	3.2 Environmental protection devices are installed as required to meet environmental regulations
	3.3 Levels and lines of works and location of manholes are set up according to the drawings
	3.4 Excavation plant is selected according to requirements
	3.5 Dewatering equipment is installed
	3.6 Trenches are excavated to the depth and grade shown on the plans and shoring or shields are installed or trenches are battered back according to occupational health and safety requirements
	3.7 Pressure or other tests are completed as specified
	3.8 Trenches are backfilled with selected materials, compacted in layers and the surface is finished according to specifications and levels shown on the plans
4. Carry out construction of sewerage collection service	4.1 Trench bottom is prepared and pipe bedding is laid to specifications in accordance with the drawings
	4.2 Pipes are placed and valves, fittings and flow control devices are fitted in accordance with the drawings and specifications
	4.3 Functional tests of mains and components are carried out
	4.4 Sewerage collection system is placed in service and the performance of the sewerage collection system is monitored
	4.5 Manholes, inspection and valve chambers, minor structures and thrust blocks are constructed
5. Complete necessary documentation	5.1 Construction and maintenance reports are completed and filed to meet Council's requirements
	5.2 The as constructed plans and drawings are completed in accordance with completed work

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

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Types of pipes	lined steel pipes, cast and ductile iron pipes, reinforced and unreinforced concrete pipes, polyvinyl chloride (PVC) pipes, fibre reinforced concrete (FRC) pipes, vitrified clay pipes, fibre glass reinforced pipes, butadiene styrene pipes
Types of pipe joints	cast iron – flanged, flexible, sleeve, bell and spigot joints steel – butt and spigot and socket welded joints, flanged joints Viking Johnson coupling, victaulic coupling PVC – insert fitting, flared compression rubber gasket, solvent welded joints FRC – gibault, machined joints rubber joint concrete pipes – socket mortar, socket mastic, socket rubber ring vitrified clay – bell and socket butadiene styrene – solvent cement welded to bell and spigot joints
Types of valves, meters and components	stop valves, non-return valves, flow control valves, air release valves, waste and leak detection meters
Pipe protection	non-metallic coatings, metallic coatings, chemical grouting treatments, cathodic, crinite
Pipe repair and linings	cement or epoxy mortars, inversion lining, slip lining, spiral liners and pipe bursting
Cleaning methods	power and hand-operated rods, sewer balls and tyres, high velocity cleaners, kites and bags, flushing, scrapers, scooters, bucket machines, chemical control
Pipe inspection and tests	water and air pressure tests, leakage, infiltration tests, visual, smoke test, dye test, TV monitor, gas detection
Pipe line odours and gases	hydrogen sulphide, aeration, chlorinating, rodent and insect control, confined spaces
Plant and equipment	excavators, backhoes, trench excavators, trench compactors, trucks, loaders, cranes
Materials	concrete, steel, clay, sand, rock, crushed rock, geofabric cloth, plastics
Trench support systems	timber struts, wales and runners, steel trench sheets, box shields, poling boards and tucking frames

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Structures	manholes, valve chambers, inspection chambers, thrust blocks, pump chambers, pipe supports
Relevant standards	appropriate Australian Standards related to the maintenance or construction of sewerage collection systems
Documents	permits, approvals, plans, receipts, schedules, analysis sheets, cost sheets, time-sheets, test reports, inspection reports

EVIDENCE GUIDE

Critical aspects of evidence	appropriate materials, pipes and components, construction methods and processes are used for the efficient maintenance and construction of sewerage collection systems plans and specification are adhered to safety on work site is ensured Australian Standards, Codes of Practice and advisory standards are met
Underpinning knowledge	occupational health and safety requirements construction and maintenance practices related to sewerage collection systems pipe materials and components technology work scheduling, inspection, testing and monitoring work site traffic management monitoring and testing methods and procedures state and local environmental requirements
Underpinning skills	reading and interpreting plans and specifications, plant and equipment capabilities measurement and calculation of quantities measurement and methods of setting out trade-specific skills
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables

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Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	work according to plans and specifications
Communicate ideas and information	**1**	communicate work requirements to relevant staff
Plan and organise activities	**2**	construct or maintain work activities according to plans and programs
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	measure and calculate quantities
Solve problems	**1**	make adjustments to meet needs
Use technology	**2**	use relevant technologies such as pre-test equipment and TV monitors

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UNIT LGAWORK210A	PERFORM FIELD SUPPORT DUTIES IN CONCRETE CONSTRUCTION
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to provide support activity for the construction of concrete works
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Establish facilities for concrete construction	1.1 Work is planned and programmed to be undertaken in accordance with drawings, specifications and other documentation
	1.2 Work site is prepared and maintained in a safe condition in accordance with the occupational health and safety requirements and regulations of other accredited authorities
	1.3 Traffic control is signed in accordance with relevant Australian Standards
	1.4 Underground and overhead obstructions and other utility services are identified
	1.5 Environmental protection devices are installed as required to meet environmental regulations
2. Carry out basic concreting operations	2.1 Aggregates and cement are handled to maintain quality of materials
	2.2 Concrete components are mixed and batched to achieve specified requirements
	2.3 Correct concreting tools and equipment are selected for specific operators to achieve the specified finish
	2.4 Concrete is transported, placed and finished
	2.5 Correct materials for expansion joints and installation are selected in accordance with the manufacturers' instructions and/or drawings
	2.6 Pre-cast sections are installed in accordance with specifications
3. Select and install steel reinforcing when required	3.1 Correct reinforcement is selected and installed when required or as shown on the drawings

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4. Set up formwork and falsework when required	4.1 Materials for formwork and falsework are selected 4.2 Approved procedures and methods for erection and dismantling of falsework are followed 4.3 Approved procedures and methods for erection and dismantling of formwork are followed
5. Maintain records of concrete structures	5.1 Information is recorded in accordance with Council and legislative requirements 5.2 Details are recorded clearly, accurately and legibly 5.3 Records are secured, accessible and up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Types of construction materials	reinforcing steel, steel mesh, timber, ply boards, geofabrics, cement, pre-cast concrete components, ready mix concrete, concrete, mortars
Formwork and falsework	timber, steel, ply boards, scaffolding and fittings, propriety steel and timber forms, falsework foundations, form sealant and oils, boxing, slip form
Concrete placement	basket box, wheelbarrow, concrete mixer, pumping, crane kibble, boom, hand screeds, wooden floats, aluminium floats, edging tools
Concrete structures	kerb and channel (pre-cast or cast in situ), concrete slabs, concrete foundations, retaining walls, manholes (pre-cast or cast in situ), gully inlets, footpaths, bikeways
Relevant standards	Australian Standards and Codes of Practice and other relevant standards associated with concrete construction
Records	test reports, job diaries, instructions, correspondence, time-sheets, accident reports, costing sheets

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EVIDENCE GUIDE

Critical aspects of evidence	appropriate materials, construction methods and processes used in the construction and maintenance of concrete structures plans and specifications are adhered to safety on work site is ensured Australian Standards, Codes of Practice, advisory standards are met
Underpinning knowledge	occupational health and safety requirements construction and maintenance practices associated with construction and maintenance of concrete structures materials technology associated with construction and maintenance of concrete structures work scheduling, inspection, testing and monitoring work site traffic management monitoring and testing methods and procedures
Underpinning skills	written and verbal communication reading and interpreting plans and specifications, plant and equipment capabilities and estimation of plant output civil works construction techniques and methods measurement and methods of setting out calculation of quantities trade-specific skills related to work undertaken material testing and translation
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	work according to plans and specifications
Communicate ideas and information	**1**	communicate work requirements to relevant staff
Plan and organise activities	**1**	construct or maintain work activities according to plans and programs
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	measure and calculate quantities
Solve problems	**1**	make adjustments to meet need
Use technology	**1**	use civil engineering technology associated with concrete structures such as compaction, use of vibration and formwork

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UNIT LGAWORK301A	EVALUATE WORKS MAINTENANCE NEEDS AND PRIORITIES
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to identify and evaluate works conditions to ensure public safety and preservation of assets
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Identify works requirements	1.1 A preventative maintenance strategy is developed and prioritised to meet Council's safety standards and asset management program 1.2 Regular cycle inspections are carried out and assessed in accordance with Council requirements 1.3 User complaints are followed up and assessed in accordance with Council procedures 1.4 Complaints are assessed to identify the need for emergency action to ensure user or public safety 1.5 Specialist advice is sought on complex or additional technical matters as required
2. Maintain traffic flow	2.1 Traffic volume is monitored and traffic control systems are maintained as planned
3. Inspect and report on works condition	3.1 Works are inspected and maintenance requirements are identified and assessed 3.2 Problems and faults are recorded in accordance with Council requirements 3.3 Reports are prepared that outline rectification details
4. Prioritise and schedule maintenance and repairs	4.1 Requirements for works maintenance are prioritised to ensure public safety and preservation of assets 4.2 A decision on appropriate maintenance action is determined

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5. Maintain records	5.1 Asset registers are prepared in accordance with Council and legislative requirements
	5.2 Details are recorded clearly, accurately and legibly
	5.3 Records are secured, made accessible and kept up to date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Evaluation	park patrols, road patrols, surveys, pest/weed eradication or control programs, aerial surveillance, photography
Asset	Council asset register, asset network
Council procedures	customer complaints system, faults and repair procedures

EVIDENCE GUIDE

Critical aspects of evidence	project is safely undertaken and meets relevant standards of public safety and asset preservation reports must show evidence of inspections and assessment or evaluation
Underpinning knowledge	Council structure and services maintenance history of assets Council asset network community needs and expectations
Underpinning skills	assessment of risks and safety technical knowledge specific to works project prioritising work in a range of conditions problem solving with others in a multicultural environment communication skills with other employees and the public
Resource implications	in accordance with a range of variable requirements

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Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	carry out regular inspections
Communicate ideas and information	**2**	seek and convey specialist advice
Plan and organise activities	**2**	prioritise works projects
Work with others and in teams	**2**	work with the community and respond to complaints
Use mathematical ideas and techniques	**1**	assess maintenance requirements
Solve problems	**2**	assess complaints
Use technology	**1**	use computer for reports

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UNIT LGAWORK302A	OVERSEE TRAFFIC CONTROL PLAN AROUND A WORK SITE
UNIT DESCRIPTOR	This unit covers the skills and knowledge required for the overall planning and monitoring of safe traffic control around a Council work site
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Assess work site	1.1 Work site is assessed and a traffic control plan is developed in accordance with Australian Standards
2. Implement traffic control plan	2.1 Residents are advised of temporary traffic control arrangements 2.2 Traffic control devices are set up according to traffic control plan 2.3 Traffic control devices clearly define and separate the work area 2.4 Traffic controllers are located according to the traffic control plan
3. Monitor traffic flow	3.1 Traffic flow is monitored and adjustments are made to maintain flow 3.2 Interaction with members of the public is conducted according to Council procedures
4. Maintain traffic control plan	4.1 Record of traffic control plan is maintained according to workplace procedures 4.2 Incidents or accidents are investigated and reported according to workplace procedures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

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Traffic	vehicular, pedestrian, livestock
Traffic route	alternative access detours
Instructions	oral, diagrammatic
Conditions	time, location, climatic
Plan	using Council procedures and meeting Australian Standards
Workplace procedures	Council policies and guidelines on communicating with the public, out-of-hours site inspections, maintenance of traffic control plan records, reporting of incidents or accidents

EVIDENCE GUIDE

Critical aspects of evidence	Australian Standards for traffic control are complied with effective traffic flow is maintained appropriate adjustments and monitoring procedures are followed communication with traffic controller and public is effective
Underpinning knowledge	workplace and equipment safety requirements relevant Australian Standards Council procedures and policies for customer service and traffic plans
Underpinning skills	assessment of work site traffic requirements contingency planning to modify plan for changes in conditions supervision/monitoring of traffic controllers written and diagrammatic interpretation and application
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables

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Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	assess work site
Communicate ideas and information	**1**	inform traffic controllers of the plan
Plan and organise activities	**2**	develop and monitor the plan
Work with others and in teams	**1**	work with traffic controllers
Use mathematical ideas and techniques	**1**	conduct work site estimations
Solve problems	**1**	adjust traffic flow
Use technology	**1**	use two-way communication equipment

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UNIT LGAWORK303A	PREPARE SITE FOR NEW OPERATIONAL WORKS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to establish a project site at the commencement of works
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Establish site facilities	1.1 Amenities and/or areas for storage of tools, equipment and materials are set up and are convenient to the work area 1.2 Site security is established to protect assets during works 1.3 Work site is signed to meet occupational health and safety requirements 1.4 Site facility area is maintained in accordance with environmental and safety standards
2. Prepare works area	2.1 Survey levels and lines are set out according to plans and specifications 2.2 Identified services are located and tagged for relocation, termination or suspension 2.3 Required demolition and clearing is undertaken and materials are removed according to specifications
3. Plan and prepare works	3.1 Location of works elements is identified from site plans 3.2 Sequence of work is determined from drawings and instructions 3.3 Appropriate tools, equipment and materials are selected in quantities necessary for the tasks 3.4 Personal protective equipment is correctly selected, used and maintained
4. Undertake site close-down	4.1 Site area is cleaned and rehabilitated on decamping

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Survey	construction, subdivision, route location and earthworks, topographic, hydrographic and elements of photogrammetry, traditional, total work station, aerial
Survey equipment	tripods, tribachs, theodolite, prisms, steel bands, rods, plumb bobs, angular measuring devices, distance measuring, total station data recorders, data down-loaders
Environment	environment management strategy, erosion and sediment control plan
Plan	specifications, sequence of work, drawings, instructions

EVIDENCE GUIDE

Critical aspects of evidence	site is prepared for efficient, safe and secure undertaking of project site is prepared to protect assets in accordance with Council/state environmental standards
Underpinning knowledge	Council policies and procedures plant and equipment functions materials technology local geographical soil structure state and local environmental requirements
Underpinning skills	surveying plan interpretation calculation of weights, volume, ratio and quantities planning and organising prioritizing and scheduling interpreting plans and sequencing work

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Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	analyse site preparation information
Communicate ideas and information	**2**	outline sequence of work
Plan and organise activities	**2**	determine sequence of work and select tools, equipment and materials
Work with others and in teams	**1**	organise equipment, location etc
Use mathematical ideas and techniques	**1**	set out survey levels and lines
Solve problems	**1**	make site-specific decisions
Use technology	**2**	use survey tools

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UNIT LGAWORK304A	CONSTRUCT AND MAINTAIN DRAINAGE SYSTEMS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required for the construction and maintenance of drainage systems
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Establish area for drainage works	1.1 Tools and safety equipment requirements are identified and obtained 1.2 Lines and levels are set up according to plan 1.3 Excavation is undertaken according to plan 1.4 Excavation is secured to prevent injury to the public and workers 1.5 Appropriate drainage is provided allowing for the diversion of uncontaminated stormwater from the work site and to prevent environmental damage 1.6 Environmental protection devices are installed as required to meet requirements 1.7 Formwork or shoring is provided where required 1.8 Work is planned and undertaken in accordance with occupational health and safety and traffic control requirements
2. Construct or restore ground drainage	2.1 Pre-bedding is laid to specifications 2.2 Pre-cast or moulded structures are placed to specifications
3. Construct or restore surface drains	3.1 Surface drains are prepared and levelled according to plan 3.2 Earth and rubble drains are constructed to plan

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4. Maintain drainage systems	4.1 Surface drains are inspected and cleared of weeds and debris
	4.2 Subsoil drainage systems are flushed and cleaned
	4.3 Culverts are cleared of debris, cleaned and reinstated where required
	4.4 Drains, access holes, pits and traps are cleaned and repaired and if necessary reinstated
	4.5 Pipes are rehabilitated using proprietary rehabilitation systems
5. Rehabilitate works area	5.1 Verges and medians are surfaced and planted or turfed according to specifications
	5.2 Site is restored to required condition
	5.3 Private and public property structures are reinstated
6. Complete necessary documents	6.1 Construction and maintenance reports are completed and filed to meet Council's requirements
	6.2 The as constructed plans and drawings are completed in accordance with completed works

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Pipeline rehabilitation	folded and formed liners, cure in place resin liners, spiral wound liners, slip liners, pipe grouting machines
Drainage systems	above and in-ground stormwater, waste-water, fittings, culverts, traps, drains, access holes, geofabric strip drains and cloth
Pipe types	concrete, polyvinyl chloride (PVC), steel and fibre concrete, corrugated PVC and steel pipes, recycled plastics
Relevant standards	Australian Standards and other relevant standards

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EVIDENCE GUIDE

Critical aspects of evidence	appropriate materials are selected for the construction and maintenance of the works appropriate construction methods and processes are used plans and specifications are adhered to safety on work site is ensured Australian Standards are met
Underpinning knowledge	occupational health and safety requirements work site traffic management materials technology related to drainage systems appropriate drainage options work scheduling, inspection and testing working in a team state and local environmental requirements
Underpinning skills	reading and interpreting plans and specifications, plant and equipment capabilities measurement and calculation of quantities
Resource implications	in accordance with a range of variable requirements
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	work according to plan
Communicate ideas and information	**1**	maintain records
Plan and organise activities	**1**	construct works according to plan
Work with others and in teams	**1**	liaise with appropriate personnel
Use mathematical ideas and techniques	**1**	set out works to plans
Solve problems	**1**	make adjustments to meet needs
Use technology	**1**	construct or maintain drainage using appropriate techniques, tools and equipment

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UNIT LGAWORK305A	CONSTRUCT AND MAINTAIN CONCRETE STRUCTURES
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to construct and maintain concrete structures
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Divert or drain water from the work site	1.1 Appropriate drainage is provided to allow for the diversion of water from the work site and to minimise damage to the environment
	1.2 Safe and appropriate methods are used to pump or drain contaminated stormwater from excavations to prevent damage to the environment
	1.3 Environmental protection devices are installed to meet environmental regulations
	1.4 Work is planned and undertaken in accordance with occupational health and safety and traffic control requirements
2. Construct or maintain concrete structures	2.1 Excavation work, formwork and concrete reinforcement are set out according to plans and specifications
	2.2 Concrete and reinforced steel is placed and finished in accordance with specifications and relevant standards
	2.3 Pre-cast concrete sections are removed or installed in accordance with specifications
	2.4 Pre-stressing of concrete is undertaken in accordance with approved practice
	2.5 Appropriate maintenance methods are used and works are undertaken as specified
3. Reinstate or landscape works area	3.1 Edges, shoulders and potholes are patched or repaired
	3.2 Pavement is profiled and resealed and material recycled as appropriate
	3.3 Landscape works are carried out as required

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LGA00 to be reviewed by 31/03/03 V: 2.00

4. Maintain records	4.1 Information is recorded in accordance with Council and legislative requirements
	4.2 Details are recorded clearly, accurately and legibly
	4.3 Records are secured, made accessible and kept up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Concrete	concrete, grades of cement and mortar, pre-mixes, ready-mixes
Concrete placement	basket box, wheelbarrow, concrete mixer, pumping, crane kibble, boom
Maintenance method	patching, joint repair, resurfacing, dowling, connecting to existing work
Formwork	elevated, table forms, boxing, place props, forms suspended, slip forms, steel forms, timber forms
Falsework	scaffolding, timber, steel, aluminium
Earth stabilisation	criblock, gabions, reinforced earth, stone pitching, stone blocking, sand bagging, geotextile fabrics, spray seeding, line, cement and bitumen
Relevant standards	AS1012, AS1012.1, AS3610, AS3600, AS3799 and other relevant standards
Structures	kerb and channel, concrete slabs, retaining walls, manholes, chambers, gullies and culverts
Records	time-sheets, accident reports, delivery dockets

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EVIDENCE GUIDE	
Critical aspects of evidence	appropriate materials and processes are used for the effective construction and maintenance of concrete structures plans and specifications are adhered to safety at work site is achieved Australian Standards are met
Underpinning knowledge	occupational health and safety requirements work site traffic management materials technology related to concrete construction state and local environmental requirements
Underpinning skills	concrete placement, compaction, finishing and curing formwork, shoring and falsework setting out scaffolding steel fixing reading and following plans and specifications plant and equipment operations earthworks measurement
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	collect materials and quantities information from drawings
Communicate ideas and information	**1**	interpret plans and specifications and communicate information
Plan and organise activities	**1**	identify construction or maintenance procedures and plan accordingly
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	set lines and levels to plan
Solve problems	**1**	make modifications to suit job requirements and site conditions
Use technology	**1**	use appropriate tools such as vibrating compactors and finishing tools

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UNIT LGAWORK306A	CONSTRUCT ROADS AND PAVEMENTS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to construct roads and pavements
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Divert or drain water from the work site	1.1 Appropriate drainage is provided allowing for the diversion of uncontaminated stormwater from the work site to prevent damage to the environment 1.2 Environmental protection devices are installed as required to meet environmental regulations
2. Set up for road construction	2.1 Levels and construction lines and pegs are set out to plans 2.2 Site is grubbed and cleared of scrub and top soil and subgrade is prepared according to plans and specifications 2.3 Construction site is secured to prevent injury to the public and workers and damage to property 2.4 Traffic control and warning signs are put into place in accordance with regulations
3. Construct roads	3.1 Subgrade is checked for soft spots, excavated and backfilled with selected materials and compacted in layers to specifications 3.2 Subsoil and stormwater drainage are laid according to plans, and excavation is backfilled with selected materials and compacted in accordance with the specifications 3.3 Earth stabilisation is completed to specifications 3.4 Pavement structure is constructed and completed in accordance with plans and specifications 3.5 Road is shaped, contoured, compacted and prepared for road finish in accordance with plans and specifications

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	3.6 Wearing surface materials are applied using selected equipment and tools in accordance with specifications
	3.7 Pavement lines are spotted in accordance with the traffic plan and applied to the surface in accordance with specifications
	3.8 Traffic control and warning signs are removed when all risks have ceased
4. Install signage and furniture/appurtenances	4.1 Signage is positioned in accordance with the traffic plan and relevant standards
	4.2 Guard and handrails are placed in accordance with the traffic plan, specifications and relevant standards
	4.3 Light poles are placed and connected in accordance with the lighting plan and specifications
	4.4 Road fencing and noise insulation is constructed in accordance with plans and specifications
	4.5 Furniture/appurtenances are placed according to plans and specifications
5. Rehabilitate works area	5.1 Verges and medians are surfaced and planted or turfed according to the landscaping plans and specifications
	5.2 Site is restored to the required condition in accordance with plans and specifications
	5.3 Private and public property areas and structures are restored in accordance with instructions
6. Maintain records	6.1 Information is recorded in accordance with Council and legislative requirements
	6.2 Details are recorded clearly, accurately and legibly
	6.3 Records are secured, made accessible and kept up-to-date

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Surface type	sealed, unsealed, gravel, bitumen, concrete, segmental pavers, asphalt, pre-mix
Earthworks	clearing, grubbing, excavating, grading, levelling, trenching, compacting
Subgrade	clay, sand, gravel, modification treatments, soft spots, levelling, compaction, preparation
Stabilisation	synthetics, soil and clay geomixes, concrete, criblock, gabions, reinforced earth, stone pitching, stone blocking, sand bagging, geotextile fabrics and spray seeding
Pavement	crushed rock, soil aggregate, grader-placed, paver-placed compacted by static roller, vibratory roller, pneumatic roller, concrete train
Drainage	table drain, mitre, kerb and channeling, run-offs, culverts, sump baskets, end walls, gabions, subsoil drains, leaching, weirs, leachate control
Furniture	bins, bus shelters, guide posts, bollards, benches, seats, fences, guard rails, historical lamp posts, tables, rest areas, utility poles, handrails, noise suppressors
Signage	statutory, directional, information, road lines, road markings, reflectors, center lines, directional lines, shoulder lines
Relevant standards	AS1742.3 and other relevant standards

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EVIDENCE GUIDE

Critical aspects of evidence	subgrade materials are identified and appropriate treatments are selected appropriate materials are selected for the construction of the works appropriate construction resources and processes are used plans and specifications are adhered to safety on work site is ensured Australian Standards are met
Underpinning knowledge	occupational health and safety requirements work site traffic management materials technology related to road construction appropriate drainage options work scheduling/testing/inspection working in a team
Underpinning skills	reading and interpreting plans, drawings and specifications, plant and equipment capabilities measurement calculation of quantities state and local environmental requirements
Resource implications	in accordance with a range of variable requirements
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	work according to plan
Communicate ideas and information	**1**	maintain records
Plan and organise activities	**1**	construct works according to plan
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	set out works to specifications
Solve problems	**1**	make adjustments as required
Use technology	**2**	use tools and equipment such as hand compactors and dumpy levels

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UNIT LGAWORK307A	MAINTAIN RETICULATED SERVICES
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to maintain reticulated services
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Plan the reticulated service maintenance	1.1 Work is planned and undertaken in accordance with identified need and in accordance with occupational health and safety requirements and traffic control
	1.2 Tasks are assigned to appropriate licensed personnel to meet reticulated services job requirements
	1.3 The work site is prepared in accordance with the regulations of relevant authorities and designed to meet Australian Standards
	1.4 Environmental protection devices are installed as required to meet environmental regulations
2. Carry out reticulated service maintenance	2.1 Pavement or vegetation is removed by manual or mechanical means to expose service pipes and to meet systems performance requirements
	2.2 The correct reticulated service is accurately located and identified
	2.3 Defective components are repaired or replaced as required
	2.4 Components are serviced to specification
	2.5 Functional tests of items are carried out
	2.6 Work site is clean and orderly during and after reticulated service maintenance to meet Council requirements
	2.7 Services are returned to their intended purpose to ensure ongoing usefulness
	2.8 Service is reinstated after maintenance work has been passed at final inspection
3. Complete necessary documentation	3.1 Documents are completed and filed to meet Council requirements
	3.2 Records are secured, made accessible and kept up-to-date

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Reticulated services	gas, water, electricity, sewerage, communication systems, underground stormwater systems
Documents	permits, approvals, plans, receipts, schedules, reports, analysis sheets and time-sheets
Relevant standards	appropriate standards related to type of service

EVIDENCE GUIDE

Critical aspects of evidence	appropriate materials and processes are used for the efficient maintenance of reticulated services plans and specifications are adhered to safety at work site is achieved Australian Standards are met
Underpinning knowledge	occupational health and safety requirements work site traffic management work scheduling of other trade skills
Underpinning skills	reading plans and specifications plant and equipment operations measurement trade-specific skills state and local environmental requirements
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables

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Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	identify maintenance needs and evaluate options
Communicate ideas and information	**1**	communicate work requirements to relevant staff
Plan and organise activities	**1**	undertake maintenance according to plans and programs
Work with others and in teams	**1**	liaise with relevant personnel
Use mathematical ideas and techniques	**1**	measure and calculate quantities
Solve problems	**1**	make adjustments to meet needs
Use technology	**1**	use technology such as testing apparatus, pipe detectors and hand compactors

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UNIT LGAWORK308A	LEAD A TEAM
UNIT DESCRIPTOR	This unit covers the skills and knowledge required in the development, enhancement and maintenance of team performance and harmony
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of team goals and priorities	1.1 Team members are involved in defining or clarifying goals and priorities 1.2 Team members are kept informed of Council's directions, objectives, plans and priorities relevant to the team 1.3 Strategies for the achievement of goals are developed in consultation with team members 1.4 Difficulties in meeting work requirements are identified and solutions sought within the team 1.5 Team goals are evaluated in the light of changing organisational goals
2. Contribute to the enhancement of team performance	2.1 Team achievements are assessed to ensure achievement of team goals 2.2 Team members are encouraged to share ideas regarding work practices 2.3 Team progress and performance are monitored against agreed performance standards and timelines, and feedback is provided to the team 2.4 Team members are encouraged to conduct self-assessment and further develop their skills 2.5 Training and development needs of team members are identified and appropriate recommendations are made

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3. Develop and maintain team harmony	3.1 Own behaviour reflects acceptance of team membership and is consistent with a team participative approach
	3.2 Opportunities for team members to discuss problems which directly or indirectly affect their work are regularly provided
	3.3 Potential and actual conflict between team members is identified promptly and the action taken is appropriate and according to Council policy and legislative requirements
	3.4 The contribution of all team members to outcomes is acknowledged
4. Facilitate team meetings	4.1 Meetings address the business at hand and keep to agreed time frames
	4.2 Equity of participation and input by group members is maintained
	4.3 Feedback on progress of group is sought and suggestions for change encouraged
	4.4 Written documentation about meeting outcomes is distributed and filed appropriately
5. Compile and maintain records	5.1 Information is recorded in accordance with Council and legislative requirements
	5.2 Details are recorded clearly, accurately and legibly
	5.3 Records are secured, made accessible and kept up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Resource restraints	physical resources, financial resources, human resources, environmental resources, time frame resources
Work plans	short-term job plan, project plan, overall work plan of section, department, center or service
Appropriate team leader	supervisor, manager, foreman

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EVIDENCE GUIDE	
Critical aspects of evidence	relevant Council policies and procedures are followed ability to lead a team, work with the team as a whole as well as individual members and assess team goals and progress must be evident
Underpinning knowledge	meeting procedures and techniques Council structure and service
Underpinning skills	negotiation consultation analytical leadership interpersonal
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	define and clarify Council's directions, objectives and plans relevant to the team
Communicate ideas and information	**2**	share ideas regarding work practices
Plan and organise activities	**2**	fulfill commitments of team goals, help team achieve goals
Work with others and in teams	**2**	define and clarify goals and priorities
Use mathematical ideas and techniques	**1**	assist team members to measure progress
Solve problems	**2**	resolve potential and actual conflicts between team members
Use technology	**2**	work with others using plant and equipment

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UNIT LGAWORK309A	COORDINATE THE WORK ACTIVITIES OF A TEAM
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to coordinate the work activities of small work groups or teams
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Organise and oversee work of a team	1.1 Work plan is developed to meet schedule and instructions
	1.2 Expertise of individual group members is identified and drawn on in the allocation of tasks
	1.3 Tasks are clearly allocated and communicated to team members taking into account each member's knowledge of the work and level of language and literacy
	1.4 Roles and responsibilities are negotiated within the team
	1.5 Potential or actual problems within the team are identified and resolved or referred to appropriate personnel
	1.6 Work group's performance is discussed constructively with group members
	1.7 Work group progress is reported according to workplace requirements
	1.8 Council's equal employment opportunity policy and other policies and procedures relevant to the coordination of work are followed
2. Maintain records	2.1 Information is recorded in accordance with Council and legislative requirements
	2.2 Details are recorded clearly, accurately and legibly
	2.3 Records are secured, made accessible and kept up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

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Team	work team, work group, indoor, outdoor
Work plan	short-term, daily work plan, small project plan
Employees	full-time, part-time, casual, employment program
Problems	group, interpersonal conflicts

EVIDENCE GUIDE

Critical aspects of evidence	relevant Council policies and procedures are followed ability to work with individual team members and the team as a whole must be evident work activities must fit Council requirements and services provided work activities of the team or group are coordinated to achieve an efficient outcome developed work plans are adhered to
Underpinning knowledge	prioritising activities contingency management scheduling
Underpinning skills	problem solving record keeping analytical interpersonal
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	develop daily work plan
Communicate ideas and information	**2**	discuss group performance
Plan and organise activities	**2**	allocate tasks to group members
Work with others and in teams	**2**	coordinate group activities
Use mathematical ideas and techniques	**1**	calculate work group requirements for activities
Solve problems	**2**	make adjustments as required
Use technology	**1**	keep computer records of work completed

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UNIT LGAWORK310A	MAINTAIN ROADS AND PAVEMENTS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to undertake the maintenance of roads and pavements
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Divert or drain water from the work site	1.1 Appropriate drainage is provided to allow for the diversion of uncontaminated stormwater from the work site and to prevent damage to the environment 1.2 Environmental protection devices are installed as required to meet environmental regulations
2. Set up for road maintenance	2.1 Maintenance areas are set out according to instructions or maintenance plan 2.2 Maintenance areas are secured to prevent injury to the public, workers and damage to property and traffic control and warning signs are put in place in accordance with regulations 2.3 Maintenance resources and materials are selected according to instructions or maintenance plan
3. Maintain roads	3.1 Defective areas or potholes are excavated and replaced with selected materials and compacted in layers to specifications 3.2 Defective areas are shaped and prepared for road finish in accordance with specifications 3.3 Surfacing materials are applied using selected equipment and tools in accordance with specifications 3.4 Pavement lines are spotted and replaced in accordance with specifications 3.5 Defective kerb, channel and gully boxes are removed, disposed of appropriately and replaced in accordance with the specifications and relevant standards, using selected tools and equipment 3.6 Subsoil drains are cleaned out and debris is removed and disposed of appropriately 3.7 Side drains are cleaned out and debris is removed and disposed of appropriately 3.8 Warning signs are removed when all risks have ceased

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4. Maintain signage and furniture/appurtenances	4.1 Defective signage is replaced to ensure it meets specifications and relevant standards
	4.2 Defective guard and handrails are replaced to ensure they meet specifications and relevant standards
	4.3 Defective light poles are replaced and connected according to specifications
	4.4 Defective road fencing and noise attenuation are replaced to meet specifications
	4.5 Defective furniture/appurtenances are replaced to meet specifications
	4.6 Signage and furniture/appurtenances are cleaned and restored using appropriate materials to meet specifications and relevant standards
	4.7 Defective pavement lines are restored in accordance with specifications and relevant standards
5. Maintain verges and medians	5.1 Verges and medians are maintained to the relevant standards
	5.2 Verges and median drains are cleaned out and debris is removed
6. Rehabilitate works area	6.1 Maintenance area is restored to required condition
	6.2 Private and public property areas and structures are restored in accordance with instructions
7. Maintain records	7.1 Information is recorded in accordance with Council and legislative requirements
	7.2 Details are recorded clearly, accurately and legibly
	7.3 Records are secured, made accessible and kept up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

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Surface type	sealed, unsealed, gravel, bitumen, concrete, segmental pavers, asphalt, pre-mix
Site preparation	clearing, grading, levelling, excavating, trenching
Stabilisation	synthetics, soil and clay geomixes, concrete, criblock, gabions, reinforced earth, stone pitching, stone blocking, sand bagging, geotextile fabrics and spray seeding
Pavement	crushed rock, soil aggregate, grader-placed, paver-placed compacted by static roller, vibratory roller, pneumatic roller, concrete train
Drainage	table drain, mitre, kerb and channeling, run-offs, culverts, sump baskets, end walls, gabions, subsoil drains, leaching, weirs, leachate control
Furniture	bins, bus shelters, guide posts, bollards, benches, seats, fences, guardrails, historical lamp posts, tables, rest areas, utility poles, handrails, noise suppressors
Signage	statutory, directional, information, road lines, road markings, reflectors, center lines, directional lines, shoulder lines
Relevant standards	AS1742.3 and other relevant standards

EVIDENCE GUIDE

Critical aspects of evidence	appropriate materials are selected for the maintenance of the works maintenance resources and maintenance processes are selected plans, specifications and instructions are adhered to safety on work site is ensured Australian Standards are met

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Underpinning knowledge	occupational health and safety requirements work site traffic management materials technology related to road maintenance appropriate drainage options work scheduling, testing and inspection working in a team
Underpinning skills	reading and interpreting plans and specifications, plant and equipment capabilities measurement calculation of quantities state and local environmental requirements
Resource implications	in accordance with a range of variable requirements
Consistency in performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	work according to plan
Communicate ideas and information	**2**	liaise with other workers
Plan and organise activities	**2**	construct according to plan
Work with others and in teams	**2**	replace signage and furniture
Use mathematical ideas and techniques	**1**	calculate materials' quantities
Solve problems	**2**	make adjustments as required
Use technology	**2**	use road maintenance tools and equipment

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UNIT LGAWORK311A	MAINTAIN BRIDGES
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to prepare, carry out and record minor bridge maintenance
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Divert or drain water from the work site	1.1 Appropriate drainage is provided for diversion or containment of water from the work site to prevent damage to the environment 1.2 Environmental protection devices are installed as required to meet environmental regulations 1.3 Excavation is undertaken in accordance with drawings and specifications 1.4 Excavation is secured to prevent injury of employees and the public 1.5 Formwork/shoring is provided in accordance with drawings, specifications and relevant standards
2. Set up for bridge maintenance	2.1 Levels and lines are set to drawings and specifications 2.2 Scaffolding is assembled to drawings and in accordance with relevant standards 2.3 Excavation, formwork and concrete reinforcement are set out in accordance with drawings and specifications
3. Respond to bridge maintenance	3.1 Rejected or damaged timber is removed and replaced 3.2 Damaged steelwork is repaired or removed and replaced 3.3 Concrete is placed and finished 3.4 Adjustments or repairs are made to surrounding fixtures/features 3.5 Coating materials are applied in accordance with best practice procedures and the specifications 3.6 Temporary repairs are affected and safety barriers and signage are put in place 3.7 Lines are spotted and marked 3.8 Warning signs are erected and removed when all risks have ceased

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4. Maintain records	4.1 Information is recorded in accordance with Council and legislative requirements 4.2 Details are recorded clearly, accurately and legibly 4.3 Records are secured, made accessible and kept up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Bridge types	small timber, steel, concrete, stone, suspension, road or foot bridges, jetties, composite
Plan specifications	works plan, engineers' drawing, contract specifications
Fixtures	guardrails, handrails, kerbs
Relevant standards	occupational health and safety, formwork, scaffolding, AS1012, AS1012.1, AS3610, AS3600, AD3799 and any other relevant Australian Standards

EVIDENCE GUIDE

Critical aspects of evidence	appropriate materials are used for efficient maintenance plans and specifications are adhered to safety of work site is ensured Australian Standards are met
Underpinning knowledge	occupational health and safety regulations appropriate bridge maintenance and repair options

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Underpinning skills	concrete placement formwork and shoring reading and following plans and specifications setting out scaffolding plant and equipment operation manual lifting steel fixing excavation
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**1**	identify maintenance needs
Communicate ideas and information	**2**	maintain records
Plan and organise activities	**1**	work according to plan
Work with others and in teams	**1**	assemble equipment and scaffolding
Use mathematical ideas and techniques	**2**	set levels and lines to plan
Solve problems	**1**	make adjustments
Use technology	**1**	use excavation tools and equipment

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UNIT LGAWORK401A	DEVELOP WORKS MAINTENANCE SCHEDULE
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to develop a works maintenance schedule to meet the outcomes of a Council asset management program
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Prioritise works requirements	1.1 Work priorities are identified from Council works requirements 1.2 Information from visual inspections and customer reports/requests is considered in accordance with Council procedures
2. Prepare works schedule	2.1 Scope of work is confirmed to enable a preliminary estimate of resources and scheduling 2.2 A feasibility plan is prepared to complete the work 2.3 Recently completed works are reviewed to determine preliminary costs of design and construction
3. Assess works proposals against budget and asset management program	3.1 Works proposals are assessed against Council budget allocation 3.2 Proposed maintenance works are prioritised and resources are allocated according to demand and the asset management program
4. Complete documentation	4.1 Clear, concise reports are prepared and submitted as required 4.2 An assets management system is updated in line with Council procedures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Source of funding	Commonwealth, State and Local Government, other public tenders, Council loans, infrastructure bonds

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Assets	as determined by the Council assets register
Customers	residents, rate payers, businesses, elected members, other personnel
Council procedures	assets management system, customer requests, work plans, budget and planning estimates

EVIDENCE GUIDE	
Critical aspects of evidence	assets register is used effectively Council budget and planning estimate processes are adhered to information is presented clearly and concisely along with recommendations effective communication strategies with Council personnel and Council customers are developed and implemented
Underpinning knowledge	relevant Council policies and procedures range of services required and availability Council's assets network maintenance history of assets research and scope of works project other relevant Council priorities
Underpinning skills	project management in an engineering/civil construction/maintenance area plan, map, chart, data base and specifications interpretations, analysis of data budgeting and life-cycle costing preparation of feasibility plans under supervision
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables

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Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	identify sources of funding
Communicate ideas and information	**3**	prepare clear and concise reports
Plan and organise activities	**2**	prepare preliminary estimates
Work with others and in teams	**3**	consult with appropriate personnel and prepare information
Use mathematical ideas and techniques	**3**	prepare preliminary estimates
Solve problems	**2**	prioritise works proposals
Use technology	**2**	use assets register, spreadsheets

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UNIT LGAWORK402A	PREPARE FOR OPERATIONAL WORKS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to prepare a works project plan which is conveyed to relevant stakeholders
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a plan to undertake works	1.1 Plans for works tasks are developed within allocated budgets, Council policy, relevant management plans and in compliance with relevant structural design standards 1.2 Plans are communicated to and understood by persons responsible for carrying out the works 1.3 Accurate quantities of resources and materials are assessed to meet the project needs 1.4 Areas for amenities and/or storage of tools, equipment and materials are identified 1.5 Works are planned within occupational health and safety requirements 1.6 Liaison with relevant agencies and authorities is undertaken to identify the location of potential hazards
2. Assess current conditions and traffic volume	2.1 Relevant authorities and persons affected by the work are informed of the traffic control and other necessary measures 2.2 Traffic control devices and signals are selected in according with regulations and standard practice 2.3 Appropriate traffic control equipment is selected according to the conditions that apply
3. Inform the general public and relevant authorities	3.1 Instructions and requests to the public and authorities are transmitted concisely and in accordance with Council's operating procedures 3.2 Public enquires are responded to in accordance with Council procedures 3.3 Information related to incidents or accidents is reported and recorded clearly and accurately in accordance with Council and legal requirements

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LGA00 to be reviewed by 31/03/03 V: 2.00

4. Procure and confirm required materials and equipment	4.1 Availability of specified resources and materials or alternatives is confirmed 4.2 Resources and materials are procured in accordance with Council policies and procedures

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Application of this competency will vary according to the nature of the service provided

Council programs	Council works programs, departmental works programs, depot programs, maintenance programs, works patrols
Council procedures	communicating to the public on traffic disruption, planning, seeking permission/approval from other agencies, procurement of materials and equipment
Specialist	state road and rail authorities, civil and traffic engineers, consultants
Documentation	analysis sheets, time-sheets, diary entries, worksheets, meeting notes, cost analysis, planning specifications, drawing plans
Authorities	police, fire, emergency
Traffic	vehicular, aircraft, locomotive, pedestrian, livestock
Relevant stakeholders	utilities, road traffic authorities, residents, businesses, community groups, community services, environmental protection agencies

EVIDENCE GUIDE

Critical aspects of evidence	works project information is relayed to relevant staff liaison with public and relevant authorities is undertaken safety of work site is ensured

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Underpinning knowledge	materials technology construction technology works methods State and Local Government standards climatic conditions supply networks and Council procurement policies road and traffic safety regulations
Underpinning skills	organisational capability across a range of physical and human resources communication with public, other authorities and Council staff estimating resources and capacity calculation of quantities of resources and materials
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	prepare a works plan
Communicate ideas and information	**2**	communicate plan to relevant staff
Plan and organise activities	**2**	prepare a plan
Work with others and in teams	**2**	coordinate team responses to prepare for project
Use mathematical ideas and techniques	**2**	assess conditions and traffic
Solve problems	**2**	inform public and negotiate with relevant authorities
Use technology	**1**	use technology such as computer spreadsheets, traffic control devices, hand held calculators

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UNIT LGAWORK403A	MANAGE CIVIL PLANT AND RESOURCES
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to manage civil plant and resources
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Manage job for civil construction	1.1 Job is planned in accordance with drawings and specifications to enable completion on budget and within allocated time
	1.2 Operations identified are consistent with the job plan and work activities are integrated and priorities established consistent with enterprise policies
2. Select appropriate plant and equipment	2.1 Plant cycles of operation to undertake specific tasks are calculated
	2.2. Plant is selected in relation to its cycle of operation in a primary, secondary or static role
	2.3 Selection of plant and equipment is consistent with work plans, schedules and the requirements of the task
	2.4 Availability of existing internal resources is identified
	2.5 Type and availability of external resources are assessed against the demands of the project
3. Supervise and organise operation of plant and equipment	3.1 Selected plant and equipment are monitored on a regular basis to ensure maximum output is achieved
	3.2 Regular planned meetings are held between plant supervisors and works personnel to ensure plant operations are carried out with maximum efficiency
	3.3 Plant and equipment are organised to meet scheduled requirements
	3.4 Testing of works in progress is carried out to ensure selected plant and equipment are achieving specified standards in an efficient manner
	3.5 Consistent and accurate records of plant and equipment operation and use are recorded and maintained
	3.6 Progressive checks are conducted to ensure both routine and periodical plant and equipment maintenance is being carried out

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4. Maintain records	4.1 Records are kept in accordance with Council requirements
	4.2 Details are recorded, clearly, accurately and legibly
	4.3 Records are secured, made accessible and kept up-to-date

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and polices and practices.

Work may be undertaken in urban or rural conditions.

Types of plant	bulldozers, graders, scrapers, compactors, excavators, backhoes, skid steer, machines, cranes, profilers, sweepers, trucks, tankers, compaction plant
Records	manufacturers' data sheet, maintenance, time sheets, plant usage, fuel, oils, spare parts

EVIDENCE GUIDE

Critical aspects of evidence	knowledge of plant and equipment operations and functions used in civil construction and maintenance is demonstrated
	safety at work site and plant operation is achieved
	relevant Council policies and procedures in the operation and maintenance of plant and equipment are adhered to
Underpinning knowledge	plant and equipment functions
	manufacturers' specifications
	works management
	works methods relating to plant operation
	records maintenance
Underpinning skills	plant and equipment
	operating procedures
	prioritising and scheduling
	organisational
	supervision
	estimating
	record keeping

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Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**2**	select and organise relevant plant and equipment
Communicate ideas and information	**2**	inspect plant operations, conduct meetings for plant supervisors and works personnel
Plan and organise activities	**2**	select plant consistent with job activities
Work with others and in teams	**2**	liaise with relevant plant personnel and supervisors
Use mathematical ideas and techniques	**2**	calculate plant cycle times
Solve problems	**1**	move plant and equipment as required and make adjustments to meet needs
Use technology	**2**	use mobile phones, computers and relevant software program

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UNIT LGAWORK501A	PREPARE PRELIMINARY DESIGN FOR OPERATIONAL WORKS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to prepare works related to preliminary design for community consultation and Council approval
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Establish design criteria	1.1 Project objectives are defined so that the preliminary design can address required outcomes 1.2 Regulations and restrictions on design are identified to ensure design meets relevant standards and codes 1.3 The physical dimensions of the project are specified to enable the design to proceed 1.4 An appropriate level of design detail is established to enable a preliminary design to be prepared
2. Prepare alternative concepts	2.1 Similar projects are examined to build on existing knowledge and improve efficiency 2.2 Feasible concept layouts and supporting statements are prepared that satisfy design objectives within design parameters 2.3 Alternative concepts are prepared with supporting statements 2.4 Indicative cost estimates are prepared
3. Conduct a safety design audit	3.1 Agents or authorities relevant to the design are identified 3.2 A safety design audit is conducted 3.3 Safety design audit feedback is incorporated into the preliminary design
4. Obtain project approvals	4.1 Relevant utilities that are to be affected, or whose assistance is required, are notified 4.2 Necessary approvals and permits from relevant authorities are obtained

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5. Finalise public consultation and prepare report to Council	5.1 An accurate preliminary design report is prepared 5.2 Consultation opportunities are provided for interested parties to view plan 5.3 Public feedback is reported in accordance with statutory and legislative requirements 5.4 Modifications are made to incorporate amendments and design criteria are adjusted accordingly 5.5 Final concept plan is submitted to Council

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Alternative concepts	visuals, environment, design, style, cost
Cost estimates	review of existing project costs, industry journals, contractor quotes, cost assessors, estimating and quantity surveying firms, data services
Agents/authorities	service providers (gas, water, electricity, utilities, communications), environment protection authorities, planning bodies, state road authorities, community organisations
Design	erosion and sediment control plan references, Australian design standards

EVIDENCE GUIDE

Critical aspects of evidence	Australian design standards are applied review of environmental factors for maintenance and construction projects is conducted safety design audit is undertaken

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Underpinning knowledge	relevant government authorities and Council procedures and policies relevant legislation, codes of practice, standards contractual and legal requirements environmental management strategy design standards
Underpinning skills	preparation of preliminary design to meet specifications interpretation of relevant government legislation and Council policies presentation of material to Council and customers computer application of design aid specification interpretation, plan, map, level sheets and chart reading and interpretation financial estimations and alternate concepts
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	conduct a safety design audit
Communicate ideas and information	**3**	undertake public consultations
Plan and organise activities	**3**	prepare preliminary design, make modifications and complete final report
Work with others and in teams	**2**	prepare a safety design audit
Use mathematical ideas and techniques	**3**	prepare alternative concepts with financial estimates
Solve problems	**3**	finalise public consultation
Use technology	**2**	use computer-aided design packages and financial spreadsheets

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UNIT LGAWORK502A	PREPARE DETAILED WORKS PROJECT DOCUMENTATION
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to prepare relevant project documentation including specifications, key invoices and estimates
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Prepare design program	1.1 Design elements are listed to determine the scope and purpose of the design 1.2 Time constraints and financial limitations are identified 1.3 Appropriate technical, physical and human resources are assigned to the project 1.4 Complementary works are identified to enable an efficient design program to be prepared
2. Undertake design and prepare working drawings	2.1 Available information is reviewed and specifications are identified 2.2 Design manuals are used to ensure the design complies with all statutory and Council requirements 2.3 Working drawings that comply with the design brief are prepared and recorded
3. Prepare work specifications	3.1 Complete and detailed works specifications are prepared at a level consistent with Council and relevant standards 3.2 Quality assurance methods are applied to the preparation of works specifications 3.3 Works specifications are prepared that complement working drawings 3.4 Works specifications provide detail on methods, standards, materials, products and contractors as applicable

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4. Prepare detailed estimates	4.1 Detail drawings are utilised to prepare an accurate bill of quantities
	4.2 Competitive rates for provision of materials and services are obtained
	4.3 Primary cost items are specified and costed
	4.4 An estimate for contingencies is made within prepared estimates
	4.5 The cost of project support resources is included in detailed estimates

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Design manuals	building regulations, Australian Standards, state road authority, design manuals, Austroad design manuals, reference texts, Council/authority standards, quality assurance manuals, water and sewerage authority and design or industry standards
Complementary works	other works that can be carried out effectively and cost efficiently whilst resources are available
Contingencies	weather conditions, industrial relations, latent conditions, additional supervision, variation in materials cost and availability
Estimates	day labour, contract labour
Council requirements	works specifications, design procedures

EVIDENCE GUIDE

Critical aspects of evidence	a range of design criteria are included
	drawings are undertaken to meet established standards
	works specifications are prepared
	estimates are detailed and include contingencies

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Underpinning knowledge	Federal and State Government Acts Local Government regulations design standards and specifications drawing standards and specifications interpretation and analysis of resources costing
Underpinning skills	interpretation of relevant Acts, regulations, codes, policies, procedures and standards engineering design criteria interpretation engineering drafting weight, volume, ratio, quantity calculations
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	prepare a design program
Communicate ideas and information	**3**	consult with technical specialists and customers
Plan and organise activities	**3**	review project brief and works design
Work with others and in teams	**2**	prepare works specifications
Use mathematical ideas and techniques	**3**	cost the primary items specified
Solve problems	**3**	finalise public consultation
Use technology	**2**	use financial spreadsheets and computer programs

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UNIT LGAWORK503A	UNDERTAKE PROJECT INVESTIGATION
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to undertake the research of a works project to determine the scope and relevant stakeholders
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Determine parameters of project	1.1 Preliminary scope of project is confirmed and reviewed to ensure parameters meet current requirements 1.2 Detailed design parameters are specified to enable a complete design brief to be prepared
2. Obtain information on existing conditions	2.1 Surveys of existing conditions are undertaken that are relevant to the proposed works and that impact on the design parameters 2.2 Liaison with relevant statutory authorities and affected parties is undertaken to ensure works can be coordinated 2.3 The impact of works on existing assets and the environment is assessed through liaison with relevant and affected parties
3. Prepare existing conditions plan	3.1 An accurate, existing conditions plan is prepared from all collated data to enable a detailed design to proceed 3.2 An existing conditions plan is produced within regulatory and accepted drafting standards

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Requirements	budget, project scope, facilities, regulations, user group needs, life cycle costing, environment management
Surveys	traffic counts, topographical survey, features survey, historical review, title boundaries, local knowledge, levels survey, cross-sectional, people opinion survey
	detailing and locating services such as gas, water, electricity and telecommunications

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Drafting standards	Australian Standards code for building and engineering AS1100 - technical drawing Council requirements, Council policies and standards
Stakeholders	community groups, related government bodies/authorities, internal Council sections
Relevant authorities	roads and traffic authorities, gas, electricity, other utilities
Affected parties	business, community groups, residents, traffic flow

EVIDENCE GUIDE

Critical aspects of evidence	liaison with Council and other customers is undertaken design parameters are identified impact of project on assets and environment is identified
Underpinning knowledge	assets network design and drafting principles related government bodies contractual requirements Acts, regulations, standards, code of practice Council budget cycle
Underpinning skills	interpersonal communication techniques time management risk management high level negotiation skills presentation of plans collation of data research expertise
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables

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Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	establish detailed design parameters
Communicate ideas and information	**3**	undertake surveys
Plan and organise activities	**1**	prepare an existing conditions plan
Work with others and in teams	**1**	liaise with other statutory authorities
Use mathematical ideas and techniques	**2**	identify impact of works on existing assets
Solve problems	**2**	resolve issues related to the impact of works on existing assets
Use technology	**1**	use computer-aided design, data bases and survey tools

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UNIT LGAWORK601A	MONITOR AND FINALISE WORKS PROJECTS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to monitor a works project site and project services to finalise the project
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Undertake ongoing works/project supervision	1.1 Regular inspection of project/works is undertaken to ensure compliance with design, specifications and the program for completion 1.2 Regular planned meetings are held and documented between all project/works personnel to ensure problems are identified and resolved early 1.3 Testing of works in progress is carried out in accordance with legislation, regulations and policy requirements 1.4 Measures are taken during works progress to maximise the occupational health and safety of site personnel and visitors 1.5 Consistent and accurate records of works progress are recorded and maintained
2. Monitor project costs	2.1 Project costs are monitored on a regular basis to ensure that the work is carried out within financial constraints 2.2 Progressive payments for works completed are authorised after inspection against tender/quotation/submission details
3. Update working drawings and the assets management system	3.1 Variations between construction and design are progressively identified and official project drawings are updated and filed 3.2 Authorisations for variations between construction and design are obtained and relevant personnel are notified without delay 3.3 Project assets are recorded to update the assets management system 3.4 Ongoing asset maintenance requirements are recorded in the assets register 3.5 The assets management system is kept up-to-date

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4. Inspect final works	4.1 Works are certified following inspection as required by legislation, regulations or Council policies
	4.2 Works completion is authorised in writing after inspection to confirm works have been completed and constructed to design objectives and specifications
	4.3 Post-defect, maintenance period and final inspections are undertaken
	4.4 Final acceptance notifications are issued
	4.5 Securities and retention bonds are returned where required
5. Organise a post-construction briefing	5.1 Communication with design and construction staff to evaluate the project works is undertaken
	5.2 Suggested design improvements for future projects are documented
6. Prepare report to Council	6.1 An appraisal pro-forma is prepared that outlines contractors' compliance with occupational health and safety, quality and timing of work, claims for extras and overall management to assist in future evaluation and selection of tenders
	6.2 An accurate and objective report on project/works is prepared for Council to enable informed decision-making to occur

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Works	day labour, contracts or a combination of hired plant, resource sharing, subcontractors and day labour
Project scheduling	timelines and critical path analysis

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EVIDENCE GUIDE

Critical aspects of evidence	knowledge of full project activities is demonstrated resource availability and time frames are adhered to and there is ongoing supervision and inspection of activities a post-construction briefing is held
Underpinning knowledge	environment, landscape, grounds, structure of work site risk factors and potential hazards types, intended use, capacity and limitation of equipment relevant Acts, regulations, standards, codes of practice weather/climatic conditions contractual agreements
Underpinning skills	calculation formulas construction techniques financial monitoring computer software plans, maps, instructions, level sheets, charts, specifications interpretation communication and negotiation strategies Acts, regulations, policies and procedures interpretation relevant technical knowledge computer skills related to reading reports, data entry, interpreting three-dimensional design planning and organising resources to meet deadlines report preparation and presentation
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	establish detailed design parameters
Communicate ideas and information	**3**	undertake surveys
Plan and organise activities	**1**	liaise with other statutory authorities
Work with others and in teams	**1**	organise meetings for project/works personnel
Use mathematical ideas and techniques	**2**	calculate impact of works on existing assets
Solve problems	**2**	resolve issues related to variations between construction and design
Use technology	**1**	use computer-aided design, data bases and survey tools

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UNIT LGAWORK602A	SUPERVISE ESTABLISHMENT OF WORKS PROJECTS
UNIT DESCRIPTOR	This unit covers the skills and knowledge required to supervise the pre-planning and start-up activities of a project
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Complete pre-construction activities	1.1 Site and project services are established to support project works through coordination with relevant authorities
	1.2 An accurate pre-construction asset evaluation is undertaken and recorded
	1.3 Pre-construction activities are undertaken within the requirements of occupational health and safety legislation, Council policy and legislative requirements
	1.4 Site security is established for project assets during project works
	1.5 Relevant and affected parties are advised of the date for commencement of works
2. Prepare works programs	2.1 Project tasks are scheduled against time and resources' availability to enable completion on time and on budget
	2.2 Works programs are prepared with reference to occupational health and safety and quality assurance requirements
3. Organise pre-construction briefings	3.1 All parties involved in works are invited to participate in briefings to ensure clear communication is established
	3.2 Project/works objectives, schedules and task allocations are clearly presented and discussed during briefings with participants
	3.3 Lines of delegation and authority are clearly defined and clarified during briefings with participants
	3.4 Opportunities are provided for clarification of issues between all briefing participants

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Pre-construction	site signage, photography of existing structures
Works	day labour, contractors or a combination of hired plant, resource sharing, sub-contractors and day labour
Project scheduling	timelines, critical path analysis
Relevant authorities	utilities, road transport authorities, electricity, communication
Affected parties	businesses, rate payers, residents, schools, hospitals

EVIDENCE GUIDE

Critical aspects of evidence	all pre-construction activities are completed, a pre-construction briefing is undertaken an outline of the complete project is established detailing resources' availability and time frames
Underpinning knowledge	environment, landscape, ground structure of work site risk factors and potential hazards types, intended use, capacity and limitation of equipment Acts, regulations, standards, codes of practice weather/climatic conditions

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Underpinning skills	weights, measures, volumes and ratios calculation formulas job-specific technology construction techniques financial monitoring computer software plans, maps, instructions, level sheet charts, specifications interpretation communication and negotiation strategies Acts, regulations, policies and procedures interpretation relevant technical knowledge computer skills related to reading reports, data entry, interpreting three-dimensional design planning and organising resources to meet deadlines report preparation and presentation
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	prepare works program
Communicate ideas and information	**3**	organise pre-construction briefing
Plan and organise activities	**3**	organise timetables and resources
Work with others and in teams	**2**	supervise personnel to meet deadlines
Use mathematical ideas and techniques	**2**	undertake asset evaluation
Solve problems	**3**	schedule project/tasks
Use technology	**2**	read computer printouts and graphics

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UNIT LGAWORK603A	DETERMINE AND PRIORITISE A COUNCIL WORKS PROGRAM
UNIT DESCRIPTOR	This unit covers the skills and knowledge required for the decision-making related to prioritising the works program and providing information about Council's works program to internal and external customers
FIELD	Operational Works

ELEMENT	PERFORMANCE CRITERIA
1. Identify existing and required levels of service	1.1 Customer expectations regarding levels of service balanced against cost are determined/reviewed using appropriate strategies
	1.2 Minimum levels of service and service targets are set and based on customer expectations
	1.3 The financial, political, social and technical costs of failing to meet targets and minimum levels of service are identified
	1.4 Service targets are included in business strategies
	1.5 Information on proposed types and levels of service is documented and is used to inform customers and Council to assess performance against standards
2. Assess asset renewal/creation options and determine optimal option	2.1 Treatment options to overcome or defer identified failure modes are determined
	2.2 Options for a new asset creation are assessed
	2.3 The cost of each option is determined taking into account total investment, life cycle costs, cash flow and project start/finish dates
	2.4 The benefits of each option are quantified in relation to improved levels of service, increased income, reduced risk cost and extension of effective life
	2.5 Whole-of-life cycle costs of the options under consideration are addressed in assessing the cost and benefit of each option
	2.6 The impact of each option on future maintenance and operations cost is identified
	2.7 The treatment option most suitable for business objectives and available resources is determined and included in forward works program

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3. Prioritise works	3.1 Works are prioritised according to predetermined merit-based selection criteria 3.2 The level of funding for each asset category is determined and works are rationalised to suit available budget 3.3 Balance plans and service level agreements are used to balance resource allocation with management plan objectives
4. Review selection criteria	4.1 Merit-based selection criteria are determined and reviewed in consultation with customer to ensure the currency and relevance of each asset category 4.2 Options for the review of selection criteria are presented to Council as appropriate
5. Provide information about works programs to customers	5.1 Customer requests for information are responded to promptly 5.2 Customers are advised of priority status of work in question and the basis of the decision is explained clearly

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, policies and practices.

Work may be undertaken in urban or rural conditions.

Assets	include all non-current structures or items of plant or equipment that provide service potential or future economic benefit
Renewal	rehabilitation, augmentation, replacement
Council infrastructure assets	include but are not limited to roads, bridges, water supply systems, parks and gardens, drainage systems, sewerage systems, buildings, plant and equipment
Failure modes	lack of capacity, inefficiency, obsolescence, service falls below acceptable level, mortal failure, redundancy, operator errors, breakdowns
Treatment	operate asset differently, maintain asset more efficiently, train operator, manage demand, rehabilitate existing asset, replace asset, augment asset, dispose of asset, reduce level of service
Customers	residents, rate payers, elected members, Council management and staff

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EVIDENCE GUIDE	
Critical aspects of evidence	comprehensive assessment of renewal options is undertaken works are prioritised according to merit-based selection criteria customer service is provided
Underpinning knowledge	failure modes treatment options and benefits of options Council structure Council budgeting processes Council business objectives levels of service selection criteria relevant Council policies and procedures principles of quality customer service
Underpinning skills	negotiating with customers providing clear written and verbal information decision making liaising with customers analytical
Resource implications	in accordance with a range of variable requirements
Consistency of performance	evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	may be assessed through: on-the-job simulated workplace environment written assignment short answer test oral questioning observation or any combination of the above

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	determine treatment options
Communicate ideas and information	**2**	explain basis of decision to customers
Plan and organise activities	**3**	prioritise works program
Work with others and in teams	**2**	determine selection criteria in consultation with customer
Use mathematical ideas and techniques	**3**	determine costs of treatment options
Solve problems	**2**	respond to customer requests for information
Use technology	**3**	use computer programs and spreadsheets

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