



Australian Government

**Department of Education,
Science and Training**



PRD01 Property Development and Management Training Package

Volume 2 of 5

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ISC INDUSTRY
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PRD01 Property Development and Management Training Package

The material contained within this document refers only to the endorsed components of PRD01 Property Development and Management Training Package for the Spatial Information Services Sector.

This volume is not to be used in isolation, but must be used in the context of the whole endorsed Training Package.

Volume 2 of 5

Separate documents exist that cover the endorsed components of PRD01 Property Development and Management Training Package for each of the following:

- Real Estate and Stock & Station Agency Sectors
- Business Broking Sector
- Property Operations and Development Sector
- Access Consulting Sector

This Training Package is to be reviewed by 31 December 2005.

PRD01 Property Development and Management Training Package

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Version Modification History

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

Version	Release Date	Comments
5	8/08/2005	The review date for this Training Package has now been extended to 31 December 2005.
5	20/06/2005	Addition of Access Consulting sector units of competency and two additional qualifications: PRD40605 Certificate IV in Property (Access Consulting) and PRD50605 Diploma of Property (Access Consulting)
4	8/06/2004	Addition of Property Operations and Development Sector competency standards and four additional qualifications PRD30504 Certificate III in Property (Operations), PRD40504 Certificate IV in Property (Operations), PRD50504 Diploma of Property, Asset and Facilities Management and PRD60504 Advanced Diploma of Property, Asset and Facilities Management
3	23/09/2003	Addition of Business Broking Sector standards and two additional qualifications PRD40403 Certificate IV in Property (Business Broking) and PRD50403 Diploma of Property (Business Broking)
2	11/12/2002	Release of Spatial Information Services Sector
1	1/06/2001	Primary release including Real Estate and Stock and Station Sectors

Forms control: All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

Information on the Spatial Information Services Sector of the Property Development and Management Training Package

National competency standards for Spatial Information Services create a new vocational pathway for this industry sector.

Changing industry needs have meant that it has taken time to reach agreement on the industry requirements, and the Spatial Information Services project intends that the sector be open to further review processes.

Spatial Information Services competency standards have been developed in a manner that maximises common ground for all the vocations that are encompassed by this sector, in the interests of flexible career paths.

Spatial Information Services qualifications

In the packaging of the units of competency, it was found that Spatial Information Services functions in the workforce are primarily reflected in qualifications at Certificate III, Diploma and Advanced Diploma levels.

Qualifications packaging rationale

The operational sector requires qualifications at the Diploma and Advanced Diploma levels to provide a suitable vocational training base for occupational roles such as town planner's assistant, surveyor's assistant, geographic information services operations, cartography and mapping science.

Due to the technical nature of the Spatial Information Services industry, an operator would need to demonstrate competence at the operator level before embarking on management units. The management units are therefore packaged at the Advanced Diploma level.

At Certificate III level the qualification covers the technical/field assistant role in the industry.

The diversity of the industry has required maximum flexibility in the development of qualifications. The industry requires RTOs to ensure that, in developing programs to provide for specific employment streams or occupations, within these qualifications they:

- examine the requirements of the industry
- consult with relevant associations, and
- respond to regional and technical differences

This advice should be utilised prior to training delivery and the issuing of a qualification for the employment streams covered by the Spatial Information Services qualifications.

The broad sectors cover Surveying, Mapping Sciences and Geographic/Land Information Systems, but each has further specialist requirements within those broad boundaries. To denote the specialisation content of the training to employers and candidates, RTOs may indicate the employment stream content of the training/course on the testamur/Statement of Attainment after the qualification title. For example:

- 'Diploma of Spatial Information Services
- This Diploma has been gained specialising in Surveying (etc.)'

Certificate II arrangements

Individual competency units are not allocated an Australian Qualification Framework (AQF) level; it is the packaging that sets the AQF or certificate level.

PRD01 Property Development and Management Training Package encompasses flexible learning principles, which allow for learning at various classifications within a certificate.

Aspects of some of the units from Certificate III in Spatial Information Services may be considered suitable for delivery at the Certificate II level.

School to work programs

New opportunities for competency-based, school-to-work entry to the industry may be developed for components of Certificate III. VET in schools Spatial Information Services qualifications should be based on flexible application of the Training Package qualifications (that is, incorporate Statements of Attainment for partial completion of the Certificate III qualification).

New Apprenticeships

The Spatial Information Services Industry Sector is keen to embrace New Apprenticeships as a viable career entry point to the industry.

New Apprenticeships in this industry may utilise a flexible approach to the Training Package qualifications. (New Apprenticeship progression guidelines should recognise that the Certificate III Spatial Information Services entry point encompasses aspects of Certificate II Spatial Information Services.)

Language and literacy

The standards were reviewed by the ANTA language and literacy consultant and recommended changes made.

Key competencies in the standards

The key competencies have been identified and incorporated at the end of each unit of competency to ensure the complete information for assessment is available.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification 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
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification 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;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification 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 own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

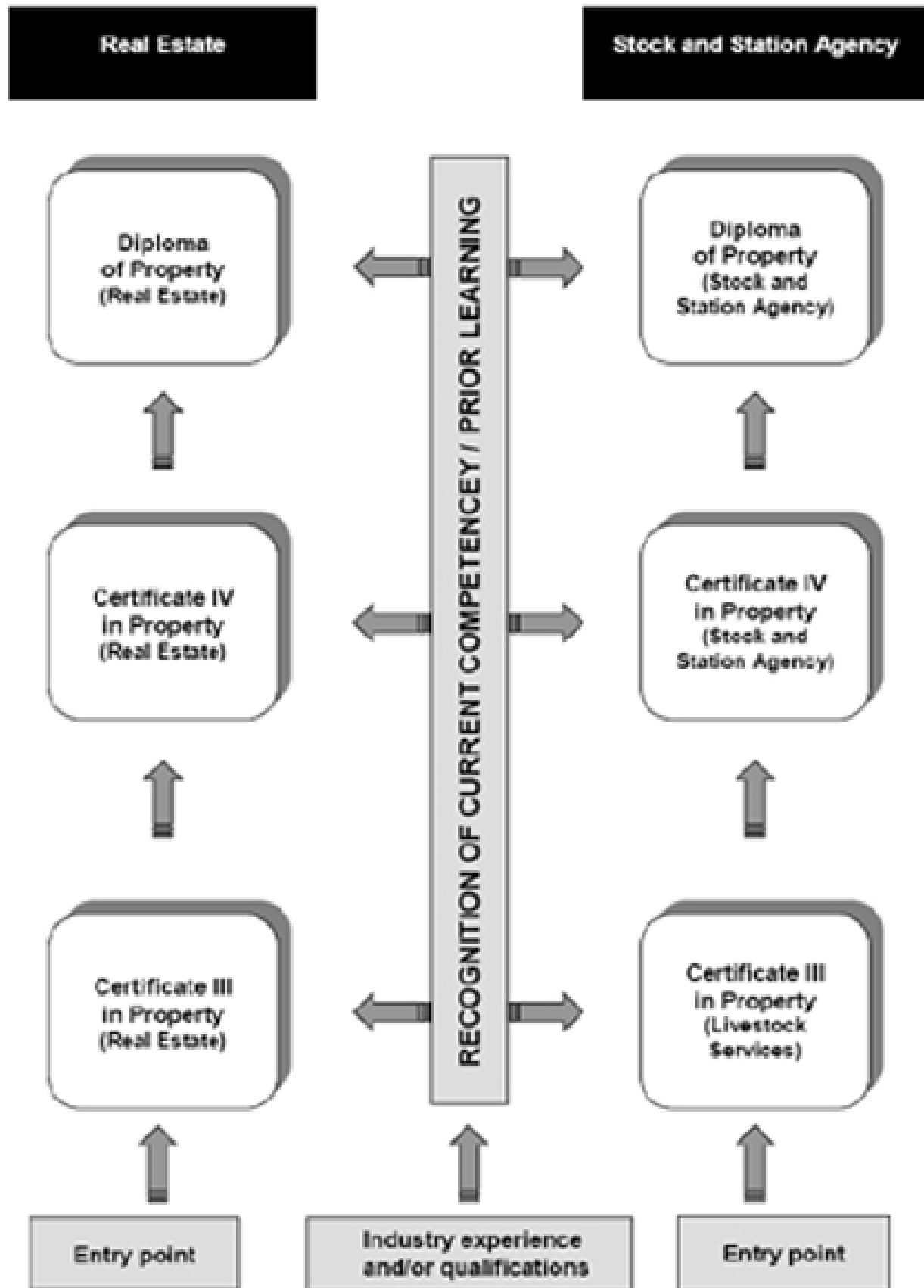
The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

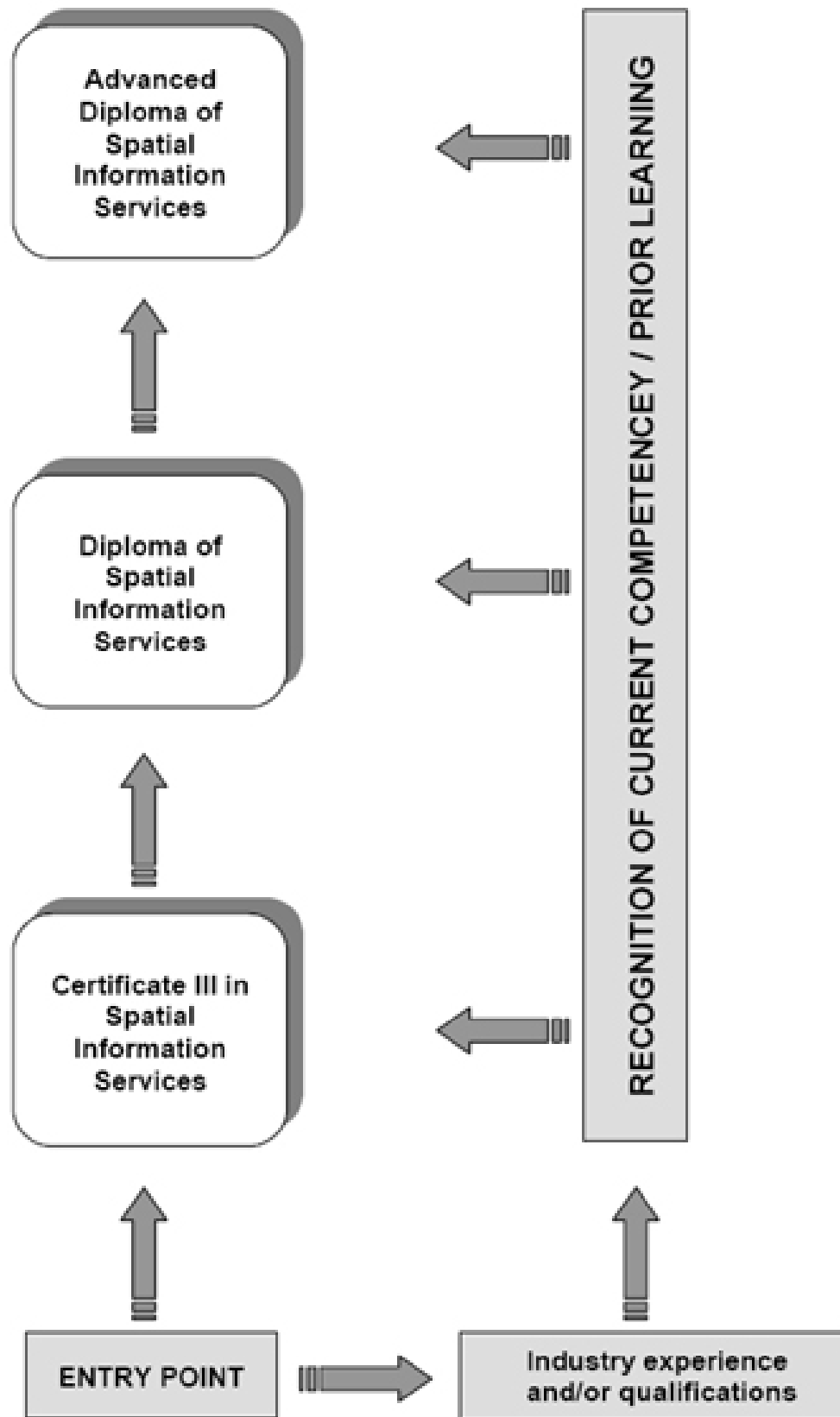
Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

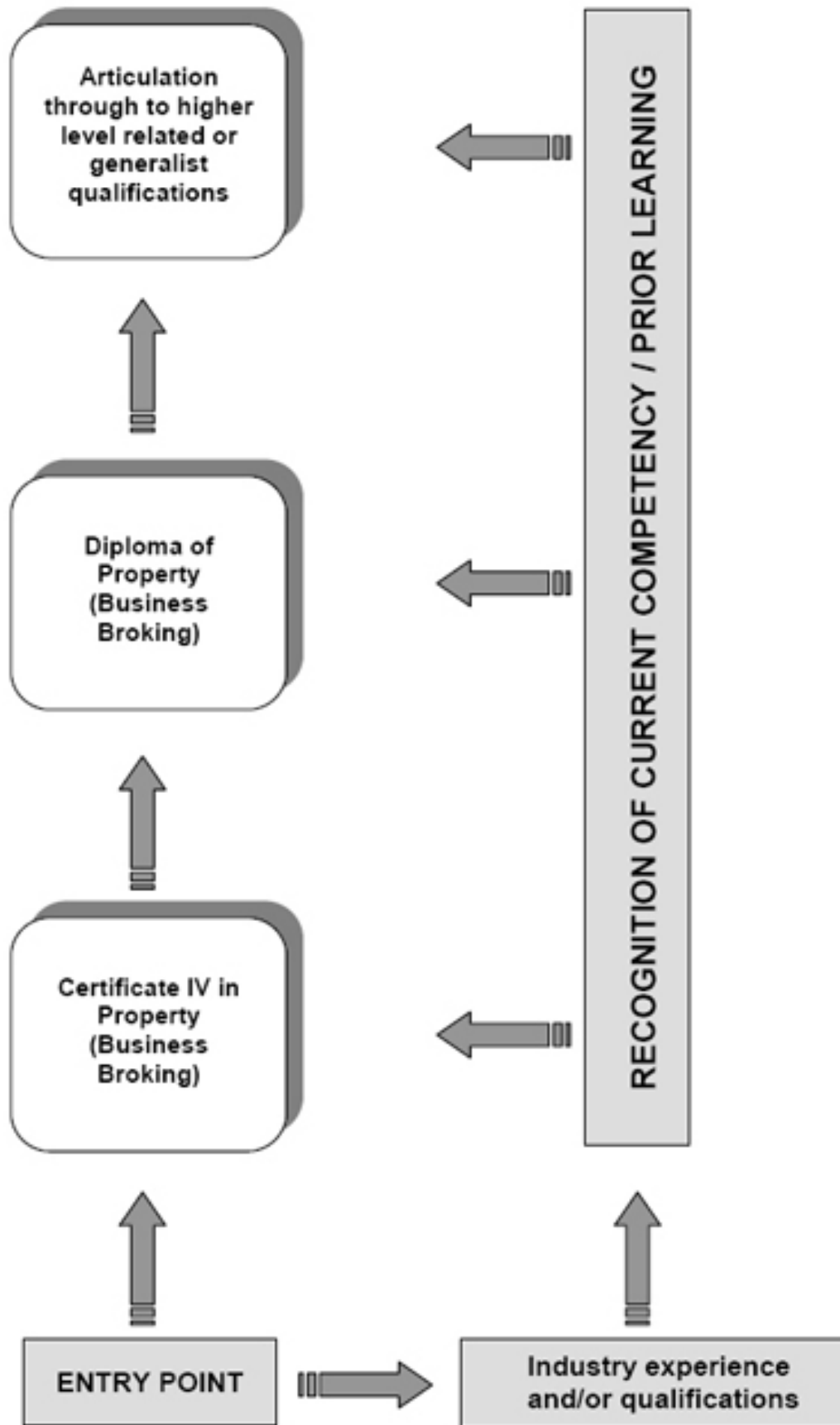
Real Estate/Stock and Station Agency Qualification Flowchart



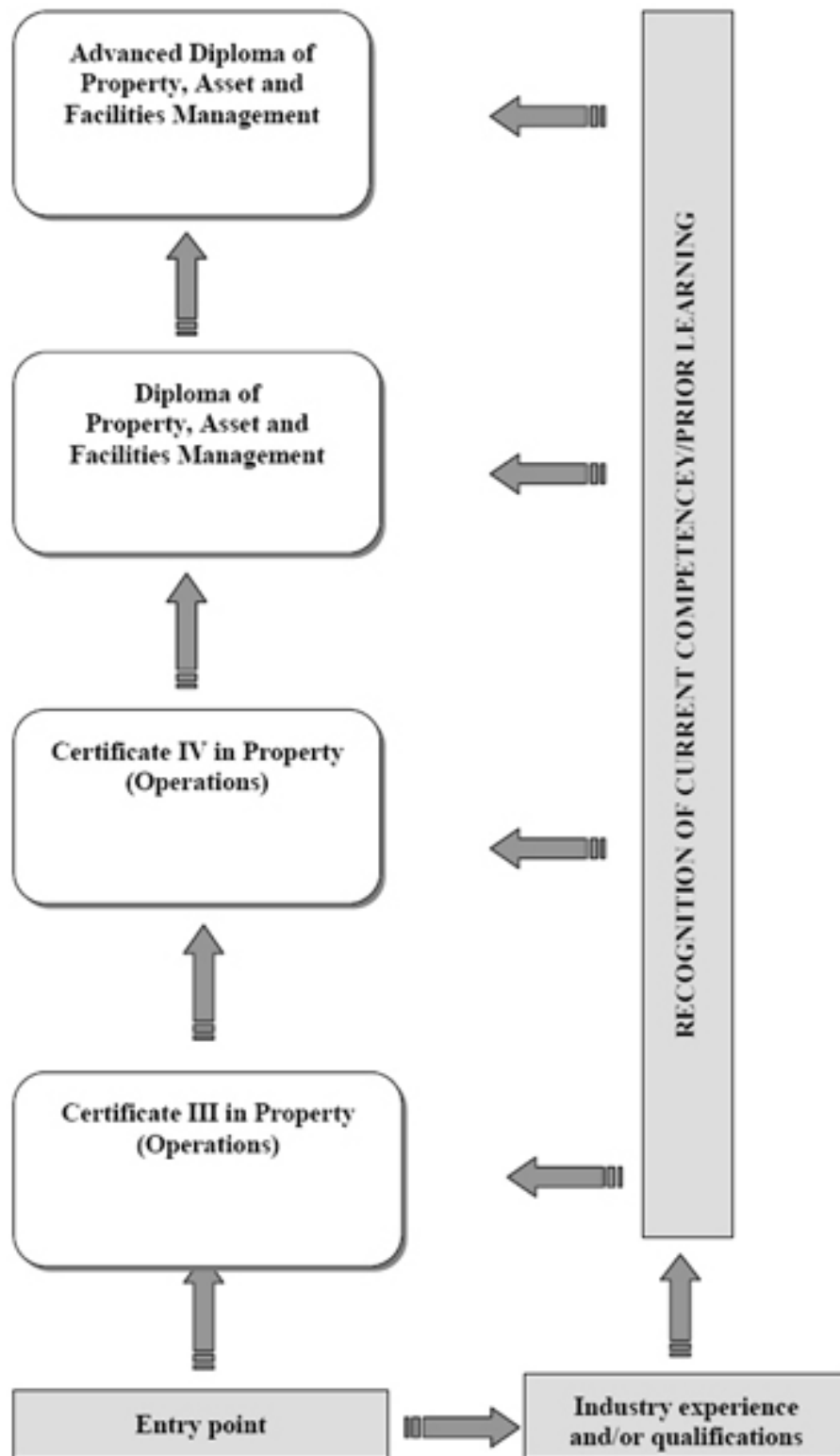
Spatial Information Services Qualification Flowchart



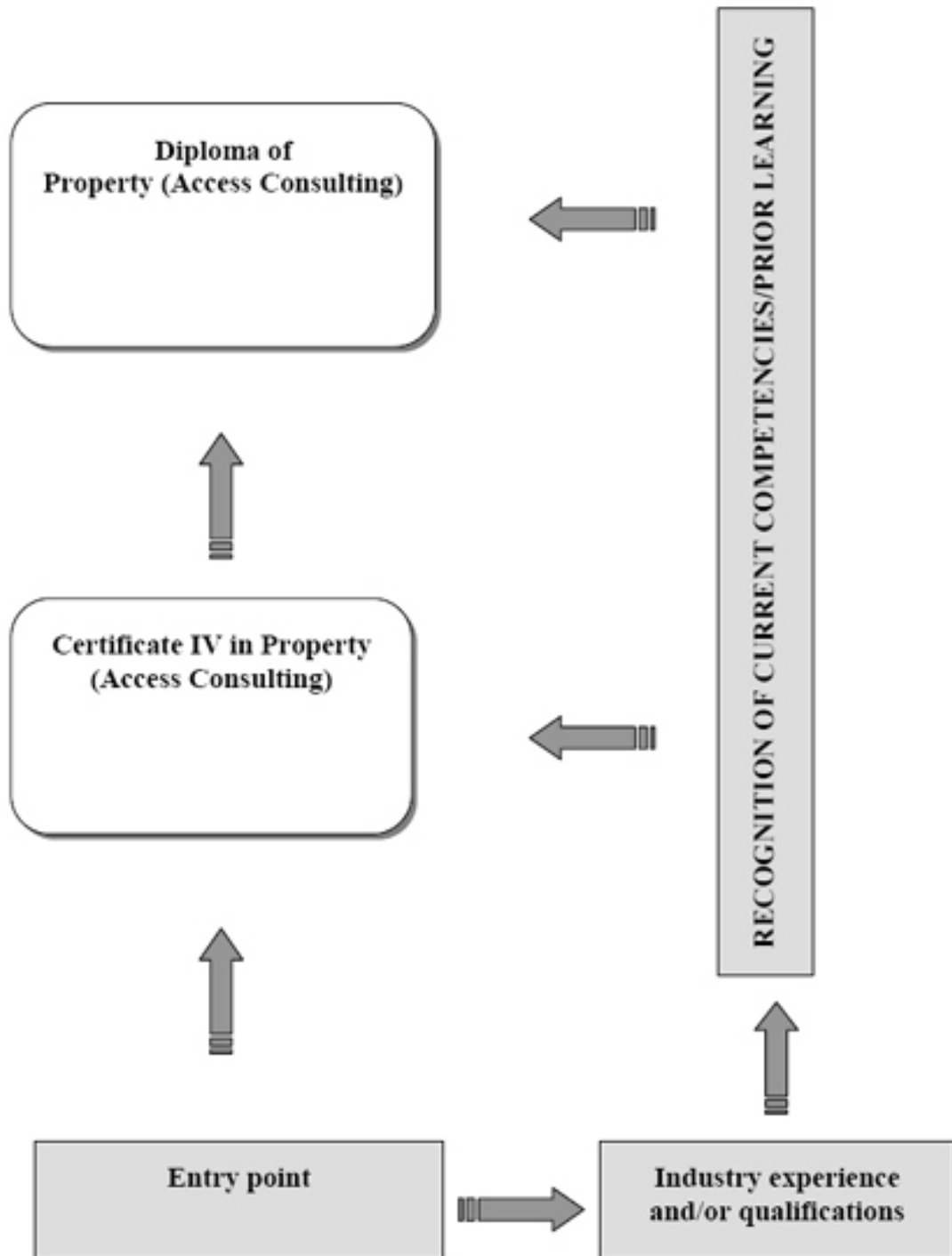
Business Broking Qualification Flowchart



Property Operations and Development Qualifications Flowchart



Access Consulting qualifications flowchart



Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at www.dest.gov.au or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment Requirements

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment Strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and Equity and Client Services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership Arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

Recording Assessment Outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

Issuing AQF Qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing/registration requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and ANTA, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and ANTA cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

The Australian property industry licensing/regulatory environment is administered currently by departments, boards or offices in the eight States/Territories. Generally, across all Australian jurisdictions persons seeking to conduct business in the property industry must meet the requirements

of, and gain, a 'real estate licence' to operate.

ACT	<p>Agents Board of the ACT PO Box 960 CIVIC SQUARE ACT 2608 Phone (02) 6205 0603 www.fairtrading.act.gov.au Link to Agents Board from this URL</p>
New South Wales	<p>NSW Department of Fair Trading 1 Fitzwilliam Street PARRAMATTA NSW 2150 Phone (02) 9619 8733 www.fairtrading.nsw.gov.au</p>
Northern Territory	<p>Agents Licensing Board GPO Box 4160 DARWIN NT 0801 Phone (08) 8999 6962 www.nt.gov.au</p>
Queensland	<p>Office of Fair Trading Client Services Branch GPO Box 3111 BRISBANE QLD 4001 Phone (07) 3245 1523 www.fairtrading.qld.gov.au</p>
South Australia	<p>Office of Consumer & Business Affairs Business and Occupational Services GPO Box 1719 ADELAIDE SA 5001 Phone (08) 8204 9686 www.ocba.sa.gov.au</p>
Tasmania	<p>Auctioneers' & Real Estate Agents' Council of Tasmania 2 Davey Street HOBART TAS 7000 Phone (03) 6234 2700 www.thecouncil.com.au</p>
Victoria	<p>Business Licensing Authority 452 Flinders Street MELBOURNE VIC 3000 Phone (03) 9627 7299 www.bla.vic.gov.au</p>
Western Australia	<p>Real Estate Agents & Business Agents Supervisory Board 219 St Georges Terrace PERTH WA 6000</p>

	Phone (08) 9282 0871 www.reba.wa.gov.au
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Real Estate and Stock and Station Agency

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors may have to meet additional requirements. Similarly, selected units of competency and qualifications in this Training Package have been identified as forming a basis for a range of statutory licensing and registration systems. Currently, however, licensing requirements in the property services industry (Real Estate and Stock and Station Agency sectors) vary across jurisdictions.

RTOs and candidates should contact the relevant licensing body in their State/Territory for specific advice in relation to Real Estate and Stock and Station Agents licence requirements. Please refer to the table above following for contact details across jurisdictions.

Spatial Information Services

Licensing and regulatory arrangements do not affect the Spatial Information Services vocational qualifications. There are some State/Territory variations in the licensing requirements for some vocations that fall under the banner of Spatial Information Services but licensing applies at a higher level than the qualifications offered by this Training Package.

Business Broking

Persons seeking to conduct business sales transactions must meet the requirements of, and gain, a 'licence' to operate. In the development of the Business Broking competency standards care has been taken to identify aspects of competence required in the area of business sales by licensing authorities. The development of the Business Broking standards may lead to opportunities for mutual recognition and national consistency in the area of licensing. The proposed qualifications may provide a base for portability of registration across jurisdictions. Flexible use of required electives may assist where there are different requirements. Business Broking units of competency may also be appropriate for Continuing Professional Development (CPD) purposes.

Candidates should contact the relevant licensing body in their State/Territory for specific advice in relation to Real Estate and/or Business Broking licence requirements in their State/Territory (refer table at the beginning of this section for details).

Property Operations and Development

In the development of the Property Operations and Development competency standards care has been taken to identify aspects of competency required by licensing authorities. The development of the Property Operations and Development competency standards may lead to opportunities for mutual recognition and national consistency in the area of licensing. The proposed qualifications may provide a base for portability of registration across jurisdictions. Flexible use of required electives may assist where there are different requirements. The Property Operations and Development units of competency may also be appropriate for Continuing Professional Development (CPD) purposes.

Candidates should contact the relevant licensing body for specific advice in relation to licence requirements in their State or Territory (refer table at the beginning of this section for details).

Access Consulting

The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to the Access Consulting sector of this Training Package. However, a number of state and territory building regulatory authorities may decide to introduce licensing or registration requirements for access consultants upon the introduction of the Disability Discrimination Act Premises Standard if they are providing advice on access issues in relation to buildings. Contact the relevant state or territory department(s) to check if there are any licensing or

registration requirements with which you must comply.

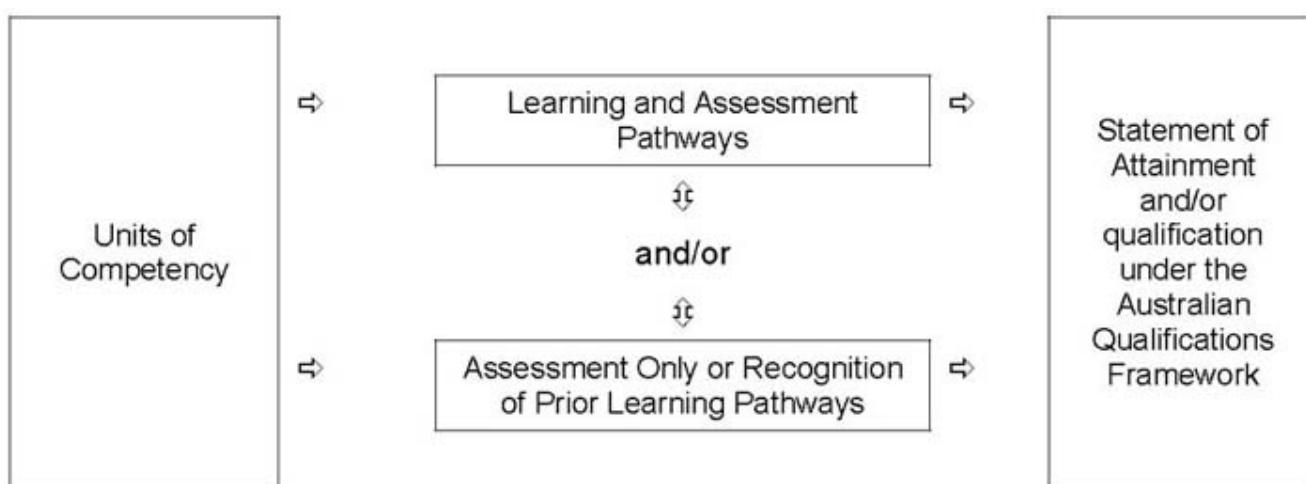
Issues concerning the anticipated impact of regulatory requirements have been integrated into the performance criteria of the relevant units and must be reflected in the assessment process.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

- 7.3 a The RTO must ensure that assessments are conducted by a person who has:
- i the following competencies¹ from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
 - a TAAASS401A Plan and organise assessment;
 - b TAAASS402A Assess competence;
 - c TAAASS404A Participate in assessment validation;
 - ii relevant vocational competencies, at least to the level being assessed.
- b However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.

¹ A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (<http://www.ntis.gov.au>). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2 (i) of the *Standards for Registered Training Organisations*
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

8 RTO Assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1 The RTO must ensure that assessments (including RPL):

- i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
- ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;
- iii. are valid, reliable, fair and flexible;
- iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- v. where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
- vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
- vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;
- viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and
- ix. provide for reassessment on appeal.

8.2 a The RTO must ensure that RPL is offered to all applicants on enrolment

- b The RTO must have an RPL process that:
- i. is structured to minimise the time and cost to applicants; and
 - ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A'Beckett Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: www.atpl.net.au
Email: sales@atpl.net.au

Innovation and Business Industry Skills Council
Building B, Level 2
192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Email: virtual@ibsa.org.au

General Resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework (AQTF) - for general information go to:
www.dest.gov.au/sectors

Australian Quality Training Framework (AQTF) - for resources and information go to:
www.dest.gov.au

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from www.dest.gov.au

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS). National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – www.ntis.gov.au *Style Guide for Training Package Support Materials*, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products

(ATP). The resource includes the following guides:

- 1 Training Package Assessment Materials Kit
- 2 Assessing Competencies in Higher Qualifications
- 3 Recognition Resource
- 4 Kit to Support Assessor Training
- 5 Candidate's Kit: Guide to Assessment in New Apprenticeships
- 6 Assessment Approaches for Small Workplaces
- 7 Assessment Using Partnership Arrangements
- 8 Strategies for ensuring Consistency in Assessment
- 9 Networking for Assessors
- 10 Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*. Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

PRDSIS01A**Unit Descriptor****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.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine client needs | <ul style="list-style-type: none"> 1.1 Clients are assisted to clearly define their requirements 1.2 Information on standards and guidelines to be used is conveyed to the client in a clear, concise and ethical manner 1.3 A clear work instruction is prepared according to organisation's guidelines |
| 2. Assess organisation capability to satisfy client needs | <ul style="list-style-type: none"> 2.1 Resources needed are determined to match work instruction 2.2 Relevant personnel are consulted to ensure the availability of resources to undertake project 2.3 Higher authority endorsements are obtained where necessary to ensure project accords with organisation's priorities and capabilities 2.4 All pertinent legal, statutory and industry requirements and standards are researched and considered in determining the feasibility of the project 2.5 Budget proposals are prepared according to organisation's guidelines |
| 3. Confirm and document requirements with client | <ul style="list-style-type: none"> 3.1 Client is provided with accurate and understandable information on the spatial data requirements in order to make informed decisions 3.2 Proposed costs, processes and timelines are discussed and confirmed with client to ensure clarity of understanding 3.3 Any revisions are incorporated into an amended work instruction 3.4 Service to be provided accords with organisation, environmental, OHS and legal requirements 3.5 Agreement to proceed is confirmed according to organisation's guidelines 3.6 Contract is prepared and executed according to organisation's guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

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 instruction	is written directions relating to work to be performed and may include information on spatial data type, spatial data presentation, milestones, completed 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 OHS, 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, memorandum.

EVIDENCE GUIDE**Critical aspects**

Demonstrated ability to communicate to client all project considerations, particularly those affected by legal, statutory and financial restraints.

Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio that could include examples of work, reports from clients, reports from management.

Resources required for assessment 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

Consistency in performance

In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Interdependent assessment of units

This unit may be assessed concurrently with unit PRDSIS02A Design a project plan.

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

Underpinning skills

- Negotiation
- Project management
- Verbal and written communication
- Customer services
- Technical report writing

PRDSIS02A**Unit Descriptor****Design a project plan**

This unit covers planning for a range of different sizes and types of spatial projects.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop project plan | <ul style="list-style-type: none"> 1.1 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 1.2 The duration, effort, sequence and inter-dependence of tasks is determined from the brief in consultation with appropriate stakeholders 1.3 Project costs are estimated to enable budgets to be developed and implemented 1.4 Cost control processes are developed and agreed to ensure clarity of understanding and ongoing management of project finances 1.5 Where appropriate project organisation, structure and costs are agreed with higher authority 1.6 Potential, perceived and actual risk and options to manage risks are investigated and clearly recorded in the project plan 1.7 Contingencies are considered and planned for |
| 2. Determine resource requirements | <ul style="list-style-type: none"> 2.1 Human resources, equipment and material requirements for individual tasks are determined in consultation with appropriate stakeholders and based on the project scope 2.2 Contingencies are considered and planned for 2.3 Potential sources of resources and equipment supply are identified and evaluated against project's objectives 2.4 Higher authority endorsements regarding resources and equipment are obtained where necessary 2.5 Personnel are assigned, as appropriate, to meet competency requirements throughout the project life cycle and in accordance with organisational recruitment guidelines 2.6 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 2.7 Where required, ongoing development and training for project team members is identified, planned for and implemented to achieve overall project objectives 2.8 Resource and equipment access strategies and management plans are developed and agreed to according to organisation's guidelines |

3. Communicate project requirements
- 3.1 Implementation personnel are identified on the basis of the project plan and notified of their involvement according to organisational guidelines
 - 3.2 Project details are communicated to implementation personnel and verified to ensure understanding
 - 3.3 Specific roles and responsibilities of team members and stakeholders are clarified and agreed and reporting requirements clearly outlined
 - 3.4 Project change proposals are considered and changes recommended and documented in accordance with organisation's policies and guidelines

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

- Project plans** may include 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 may be human resource personnel-internal or external; procurement agency-internal or external; management.

EVIDENCE GUIDE**Critical aspects**

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 an holistic assessment activity that integrates the elements of competency.

Context of assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio that could include examples of work, reports from clients, reports from management.

Resources required for assessment include:

- a real or simulated environment
- real or simulated project
- organisation policies and guidelines
- access to relevant resource personnel
- access to resources
- access to organisation recruitment and training policies and guidelines
- relevant legal and statutory documentation

Interdependent assessment of units

This unit may be assessed concurrently with unit PRDSIS01A Determine client requirements.

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
- Cost estimation
- Research and analytical
- Presentation

PRDSIS03A**Unit Descriptor****Implement a project plan**

This unit covers the range of activities involved in implementing a project plan.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Organise resources | <ul style="list-style-type: none"> 1.1 Tasks are reviewed to identify requirements 1.2 The characteristics of the operating environment/site and any special equipment or resource requirements are identified 1.3 Higher authority endorsements are obtained where necessary to ensure resources and equipment actions accord with organisation and project objectives 1.4 Equipment and material requirements are accessed according to the project plan 1.5 Equipment is checked to be in good working order according to manufacturer's specifications, relevant legislation and company policy |
| 2. Allocate work areas and activities | <ul style="list-style-type: none"> 2.1 Work is scheduled and allocated to be completed within time available 2.2 Work allocation to individuals matches known competency and capacity to complete work requirements within relevant legislation and organisation's policy 2.3 Training is provided to staff to fill identified skill gaps and to improve work performance |
| 3. Manage and monitor project | <ul style="list-style-type: none"> 3.1 Mechanisms are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans 3.2 Contingencies are managed to ensure project meets specifications 3.3 Quality assurance processes are implemented based on the project plan 3.4 Progress is reviewed throughout the project life cycle, with any agreed changes implemented to ensure consistency with project scope, objectives and constraints 3.5 Financial management guidelines and processes are implemented to monitor actual expenditure and to control costs 3.6 Individual performance is measured against agreed criteria and actions are initiated to overcome shortcomings in performance 3.7 Agreed communication processes between project, client and other stakeholders are implemented and maintained to ensure effective communication throughout the project life cycle 3.8 Client relationships are maintained to ensure clarity of understanding of objectives and to examine any potential conflict throughout the project life cycle 3.9 Finalisation plans, guidelines and activities are implemented to ensure final outcomes meet original project objectives |

4. Review project
- 4.1 Review of project achievements against objectives is undertaken and reported to stakeholders
 - 4.2 Clients are canvassed to determine their level of satisfaction
 - 4.3 Action to rectify problems in meeting client needs is recommended and documented
 - 4.4 Lessons learned are documented and reported to stakeholders to assist in continuous improvement

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

- 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, emails.

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**Critical aspects**

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.

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.

Resources required for assessment include:

- a real or simulated environment
- a project plan
- a range of people, equipment and resources, locations or sites
- organisation policies and guidelines
- relevant legal and statutory documentation

Interdependent assessment of units

The unit may be assessed concurrently with:

- unit PRDSIS01A Determine client requirements
- unit PRDSIS02A Design a project plan

Underpinning knowledge

- Spatial information principles and their application
- State, national and international spatial-related standards
- Project management principles and their application
- Quality management principles
- Organisation and legislative requirements
- Resource management
- Organisational policies and guidelines
- Planning and control processes
- Project review procedures
- Performance evaluation
- Business planning
- Understanding of the abilities and capabilities of work team
- Safe work practices

Underpinning skills

- Business negotiation
- Verbal and written communication
- Planning and scheduling of monitoring activities
- Contractual management
- Computer skills
- Time management
- Financial planning
- Communication
- Negotiation
- Project evaluation
- Quality assurance practices

PRDSIS04A**Determine spatial data requirements to meet the deliverables****Unit Descriptor**

This unit involves determining the extent of the spatial data required and documenting the results of this research.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Scope spatial data requirements | <ul style="list-style-type: none"> 1.1 Client instructions are analysed to determine specific needs and desired outcomes 1.2 Where necessary, requirement for spatial data and constraints are identified through further consultation with client and outcomes are recorded in accordance with organisation guidelines 1.3 Where required, a site assessment is conducted to clarify the scope of the job and outcomes are recorded in accordance with organisation guidelines 1.4 Research is completed to gather and to analyse background information by reference to all available sources of information 1.5 All acquisition requirements are clearly identified according to organisation's guidelines |
| 2. Communicate data requirements to appropriate personnel | <ul style="list-style-type: none"> 2.1 Written specification of the data to be acquired is documented in accordance with organisation guidelines 2.2 Data requirements are communicated in clear and concise manner to appropriate personnel |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

A client may be internal or external.

Client instructions	are a description of outputs required and may take the form of a contract, a memorandum, 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	are a description of spatial data required to fulfil client instructions.
Project deliverables	may include all products and services defined within the project scope.
Written specification	is a detailed technical description of the spatial data and its qualifiers.

EVIDENCE GUIDE

Critical aspects	Demonstrated ability to determine precise data requirements. Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a real or simulated environment • access to a range of client instructions • access to a site • organisation policies and guidelines • access to a range of sources of information • relevant legal and statutory documentation
Consistency in performance	In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.
Interdependent assessment of units	This unit may be assessed concurrently with: <ul style="list-style-type: none"> • unit PRDSIS01A Determine client requirements • unit PRDSIS13A Design a spatial data storage system • unit PRDSIS07A Capture new data

Underpinning knowledge

- Spatial referencing systems
- A range of spatial data capture methodologies
- Methods of accessing existing spatial data sets 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

PRDSIS05A**Determine suitable sources of information for the creation of new spatial data sets****Unit Descriptor**

This unit involves the investigation and determination of suitable sources of information for the creation of new spatial data sets.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify potential sources of spatial data | <ul style="list-style-type: none"> 1.1 The extent, content, intended use, accuracy, precision and format of required spatial data sets is clearly identified from the specification 1.2 A search is undertaken via a range of media to identify sources of information 1.3 Metadata for potential spatial data sets is obtained to assist in determining the most appropriate spatial data source 1.4 All potential sources of spatial data are listed in accordance with organisation's guidelines |
| 2. Assess spatial data availability and suitability | <ul style="list-style-type: none"> 2.1 Spatial data sets are assessed for suitability against the specification 2.2 Availability of suitable data is verified with the potential suppliers 2.3 Constraints on use of spatial data are assessed against the specification 2.4 Where required, sample data is obtained and assessed to further ensure its suitability 2.5 Maintenance requirements are determined to ensure currency |
| 3. Document spatial data assessment | <ul style="list-style-type: none"> 3.1 A written assessment of data availability including cost, licensing conditions and constraints on use is completed according to organisation's guidelines 3.2 A written assessment of the suitability of available data, including comparison with quality, accuracy, standards and format requirements is completed according to organisation's guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

RANGE STATEMENT

A range of media	may include supplier catalogues, Internet spatial data directories, services authorities indices, computer-based storage.
Metadata	is summarised information about a spatial data set that describes the characteristics of the data set including source, availability, quality, spatial data acquisition methodologies, conditions of use, coordinate system, date, currency.
Suppliers of spatial data	may include internal suppliers, private suppliers, government agencies, brokers.
Constraints	may include , administrative, financial, technical limitations, legal and legislative, copyright.
Suitability	involves assessment of whether the spatial data will meet the specification including accuracy, density, completeness, logical consistency, coverage.
Availability	includes assessment of whether the spatial data can be obtained and used for client requirements.

EVIDENCE GUIDE

Critical aspects	Demonstrated ability to determine data requirements, to identify sources of data and to evaluate the suitability of available data against project specifications, taking into account any copyright/ownership constraints.
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a real or simulated environment • access to a range of spatial data suppliers Are these the same? • organisation policies and guidelines • access to a range of sources of spatial data • relevant legal and statutory documentation
Interdependent assessment of units	This unit may be assessed concurrently with unit PRDSIS06A Plan data collection and validation.

Underpinning knowledge

- Understanding of metadata
- Understanding of spatial data formats
- Spatial referencing systems
- Existing spatial data sets and data set sources
- Understanding of data quality and integrity
- Spatial data structure requirements
- Spatial data handling
- Organisation policies and guidelines
- Budgetary mechanisms and restraints
- Relevant legislative, statutory and industry requirements and standards
- Understanding of data license agreements

Underpinning skills

- Research skills
- Verbal and written communication
- Technical report writing

PRDSIS06A**Plan data collection and validation****Unit Descriptor**

This unit details the activities involved in developing a data collection and validation plan for new data.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Evaluate available acquisition options | <ul style="list-style-type: none"> 1.1 Assessment of technical, financial, legal and resource implication of each available collection option is conducted to ensure preferred option meets written data specification 1.2 Preferred option is selected based on client needs and organisational capability and priorities 1.3 Assessment process is documented in accordance with organisation's guidelines |
| 2. Develop spatial data collection and validation plan | <ul style="list-style-type: none"> 2.1 Project objectives, deliverables, constraints and principal work activities are defined and documented in accordance with the written spatial data specification 2.2 The plan includes information on identified risks and contingencies and resources and gives full details of technology and techniques to be used to collect the spatial data in the specified format 2.3 The spatial data validation process is specified in the plan to verify the integrity of the required spatial data 2.4 Where necessary, the plan is presented for confirmation and approval |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT**Collection methods**

may include survey, remote sensing, photogrammetry, GPS, scanning and digitising theodolite, total station, sonar, data logging.

Project objectives

may be determined from the requirement of the client as agreed and the written spatial data specification.

Techniques may include field and office procedures.

EVIDENCE GUIDE

Critical aspects Demonstrated ability to determine a collection and validation process based on thorough assessment of all relevant considerations.

Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- access to a range of client's instructions
- access to spatial data collection personnel
- organisation policies and guidelines
- relevant legal and statutory documentation

Consistency in performance In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Interdependent assessment of units This unit may be assessed concurrently with:

- unit PRDSIS04A Determine spatial data requirements to meet the deliverables
- unit PRDSIS05A Determine suitable sources of information for the creation of new spatial data sets
- unit PRDSIS07A Capture new data

Underpinning knowledge

- Spatial referencing systems
- A range of spatial data capture methodologies
- Spatial data handling
- Organisation policies and guidelines
- Budgetary mechanisms and restraints
- Relevant legislative, statutory and industry requirements and standards
- Organisation pricing policies

Underpinning skills

- Project management
- Verbal and written communication
- Technical report writing

PRDSIS07A**Capture new data****Unit Descriptor**

This unit describes the activities involved in capturing new data by different methods.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for data collection | <ul style="list-style-type: none"> 1.1 Key activities and timelines are scheduled with full consideration to the specification and available resources and described according to organisation's requirements 1.2 Administrative and legal requirements for data collection are complied with and recorded 1.3 Relevant personnel are informed about the project 1.4 Designated staff responsibilities are communicated to ensure clarity of understanding of the work and to provide a basis for ongoing assessment |
| 2. Gather data | <ul style="list-style-type: none"> 2.1 Equipment is operated according to manufacturer's specification, statutory and organisation's guidelines 2.2 Entities are related to a reference system based on the specifications 2.3 Data is collected using methodologies detailed in the data collection plan 2.4 Metadata is documented according to accepted industry standards 2.5 Any discrepancies between specification and actual activities are identified and planned for 2.6 OHS requirements are planned for and adhered to throughout the conduct of the project |
| 3. Finalise the collection process | <ul style="list-style-type: none"> 3.1 Attributes and topological structures are added to spatial data according to specifications 3.2 All required documentation is completed according to organisation's requirements 3.3 All data and documentation is stored according to organisation's requirements 3.4 Data integrity is checked in accordance with the validation plan |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	2

RANGE STATEMENT

Administrative and legal requirements	may involve title search processes; access protocols and obligations; reimbursements and indigenous considerations; organisational protocols for accessing physical, financial and human resources; copyright; royalty obligations.
Equipment	may include electronic theodolites, Total Stations, GPS units, levels, PC-based digitising board, vehicles, photogrammetric instruments, data-recording equipment, sonar, tide gauge.
Manufacturer's specification	may be found in printed instruction, leaflets, operator's manuals, equipment specifications, warranty documents, spatial database, or in computerised format.
Data capture methodologies	may include direct or indirect, aerial, remote sensing, field, manual entry, conversion or translation from existing information (hard copy or digital).
Relevant personnel	may include field survey staff, administrative staff, contractors, management, technicians, land owners and land occupiers.
Entity	may be object or event.
Reference system	may be local, regional or global coordinate system.
OHS requirements	may include inspection of work sites, the identification of potential hazards, the development of a site safety plan, the use of safety equipment and/or special clothing, the training of staff in OHS requirements.
Attributes	are additional descriptors of the entity e.g. size, type.
Topological structures	describe the relationships between entities.
Metadata	is summarised information about a data set that describes its characteristics including source, availability, quality, date of acquisition, conditions of use, coordinate system, datum.
Required documentation	may include records and reports of communication, meeting reports, authority/approval documentation, reimbursements, accident and injury reports.
Contingencies	may include equipment failure, adverse weather.

EVIDENCE GUIDE**Critical aspects**

It is essential that competence be demonstrated in relevant data capture and validation methodologies.

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.

Resources required for assessment include:

- a real or simulated environment
- access to a project specification
- access to equipment and resources for relevant spatial data capture methods
- access to a worksite
- access to spatial data storage system
- organisation policies and guidelines
- relevant legal and statutory documentation

Interdependent assessment of units

This unit may be assessed concurrently with unit PRDSIS16A Store and retrieve spatial data.

Underpinning knowledge

- Capture methods
- Reference systems and their relationship to each other
- Precision and accuracy in relation to spatial data acquisition
- Equipment capabilities, limitations and potential problems
- Spatial data formats
- Spatial data structure requirements
- Spatial data handling
- OHS requirements
- Organisation policies and guidelines
- Relevant Federal, State and local government laws which are applicable to the spatial data capture methodology used

Underpinning skills

- Project management
- Human resource management
- Proficiency in the operation of spatial data capture equipment
- Use of marine equipment where appropriate

PRDSIS08A**Unit Descriptor****Unit Sector****Obtain and validate existing data**

This unit covers obtaining and validating existing spatial data sets.

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Obtain data | 1.1 Data requirements are based on specifications and confirmed with relevant personnel
1.2 Protocols for communication between spatial data providers and the organisation are followed
1.3 Sample data is obtained and initial assessment made to determine relevance to project specifications
1.4 Advice is sought from relevant personnel to assess viability of the provider's service agreement
1.5 Data is received and processed according to organisation's guidelines |
| 2. Validate data supplied | 2.1 Data is assessed for validity according to specification
2.2 Omissions and gaps in the spatial data are communicated and followed through to resolution with relevant personnel |
| 3. Complete documentation | 3.1 Metadata is recorded according to accepted industry standards
3.2 Omissions and gaps in the spatial data are communicated and followed through to resolution with relevant personnel
3.3 All required documentation is completed promptly and accurately according to organisation's requirements
3.4 All documentation is stored according to organisation's requirements |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT**Spatial data suppliers**

may include government or non-government agencies, clearing house, on-line services, specialist companies, internal sources.

Advice	may include information from management on the financial and/or legal constraints of the organisation, internal or external personnel.
Relevant personnel	may include lawyer, accountant, management.
Agreements	may include memorandum of understanding, licence, copyright, royalty, contracts.
Determining spatial data requirements	may include an independent assessment or a response to a direction regarding scope and needs.
Organisation guidelines	may include guidelines for working with teams, protocols for accessing internal/external spatial data, information on preferred suppliers, financial constraints, appropriate timelines.
Initial assessment	is a process to determine suitability of material available on offer.
Required documentation	may include records and reports of communication, meeting reports, authority/approval documentation, reimbursements.
Metadata	is summarised information about a data set that describes its characteristics including source, availability, quality, date of acquisition, conditions of use, coordinate system datum.
Storage	may include hard copy or digital format.

EVIDENCE GUIDE

Critical aspects	<p>Demonstrated ability to ensure data is sourced according to agreed processes and protocols and that it satisfies requirements.</p> <p>Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.</p>
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a real or simulated environment • access to a project specification • access to spatial data supply • access to existing spatial data • access to relevant personnel as documented in the range statement • access to spatial data storage system • organisation policies and guidelines • relevant legal and statutory documentation

Interdependent assessment of units

This unit may be assessed concurrently with unit PRDSIS16A Store and retrieve spatial data.

Underpinning knowledge

- Understanding of reference systems and their relationship to each other
- Classification systems, processes and products linked to specification
- Knowledge of precision and accuracy in relation to spatial data acquisition
- Understanding of spatial data formats
- Spatial data structure requirements
- Spatial data management practices
- A range of capture methodologies
- Organisation policies, guidelines and guidelines
- Industry standards

Underpinning skills

- Research
- Project management
- Interpreting project specifications

PRDSIS09A**Unit Descriptor****Develop and maintain contractual relationships**

This unit deals with those activities associated with establishing and maintaining an effective contractual relationship with spatial data providers.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish legal agreements | <ul style="list-style-type: none"> 1.1 Provider's legal agreement is obtained and analysed in accordance with organisation's requirements 1.2 Protocols for communication between spatial data providers and the organisation are followed 1.3 Advice is sought from relevant personnel to assess viability of the agreement 1.4 Amendments to agreement are negotiated with the providers according to legal advice 1.5 Legal agreement is ratified by all parties and in accordance with organisation's guidelines |
| 2. Manage contracts | <ul style="list-style-type: none"> 2.1 The provider's performance is monitored against the terms of the contract 2.2 The organisation is monitored to ensure it meets the terms and conditions of the contract |
| 3. Conduct review of agreements | <ul style="list-style-type: none"> 3.1 Legal agreement is reviewed on an agreed basis to assess its continuing viability 3.2 Advice is sought from relevant personnel to assess agreement revisions 3.3 Amendments to original agreement are negotiated according to legal advice 3.4 Revisions to legal agreements are ratified by all parties |
| 4. Resolve conflict as required | <ul style="list-style-type: none"> 4.1 Breaches of agreements are investigated in accordance with organisation contractual requirements 4.2 Advice is sought from relevant professionals to assess alleged breaches 4.3 A settlement of breach is negotiated according to legal advice 4.4 Contract review is initiated to address any breach 4.5 Breach notice is issued in accordance with contract 4.6 Solution is agreed to by all parties |
| 5. Complete documentation transactions | <ul style="list-style-type: none"> 5.1 Documentation is completed promptly and accurately according to organisation's requirements 5.2 Documentation is stored according to organisation's guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

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's 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

Critical aspects	Demonstrated ability to develop, monitor and review contractual relationships including the resolution of any breaches or non-conformities.
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.

Resources required for assessment include:

- a real or simulated environment
- providers' legal agreements
- relevant personnel as documented in the range statement
- organisation policies and guidelines
- relevant legal and statutory documentation

Consistency in performance

Evidence will need to be collected over the whole cycle of establishing and maintaining a relationship with spatial data suppliers.

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
- Relevant legislative, statutory and industry requirements and standards

Underpinning skills

- Research
- Negotiation
- Verbal and written communication
- Spatial database operations
- Conflict resolution

PRDSIS10A**Provide field support services****Unit Descriptor**

This unit describes activities involved in providing field support services.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan and prepare for support task | <ul style="list-style-type: none"> 1.1 The requirements for the job are clarified with supervisor 1.2 Tools, equipment and supplies appropriate to the environment are selected and prepared according to specifications 1.3 Safety requirements for the protection of site personnel, the public and the environment are determined 1.4 Where required, plans are examined to determine location of services 1.5 Personal safety equipment is used in accordance with organisational guidelines and OHS requirements 1.6 All work is performed in accordance with appropriate standards, legislative requirements and codes of practice |
| 2. Execute support tasks | <ul style="list-style-type: none"> 2.1 Where required, barricades, protective works and signs are erected in accordance with organisation guideline 2.2 Surface positions are determined and marked in accordance with accepted standards using information available from site drawings and references and appropriate personnel 2.3 Support tasks are carried out under direction and according to specifications |
| 3. Finalise the task | <ul style="list-style-type: none"> 3.1 Site is restored, as near as practicable, to original condition 3.2 Tools and equipment are cleaned and stored in a secure location 3.3 All required work records are completed accurately and promptly in accordance with organisation guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	1
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	2

RANGE STATEMENT

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 OHS 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

Critical aspects	<p>It is essential that competence be demonstrated in the critical aspects of working safely, interpreting, understanding and carrying out task instructions, and support in determining and marking positions.</p> <p>Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.</p>
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
Resources required for assessment include:	<ul style="list-style-type: none"> • 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
Consistency in performance	Evidence will need to be collected over a whole cycle of providing field services.

Underpinning knowledge

- OHS 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

PRDSIS11A**Select, operate and maintain equipment and supplies****Unit Descriptor**

This unit covers the organisation, operation and maintenance of equipment and supplies.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

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|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for the task | <ul style="list-style-type: none"> 1.1 Requirements for the task are clarified with appropriate personnel 1.2 Equipment and supplies are selected according to the task requirements 1.3 Equipment is checked to ensure it is in safe working order 1.4 Where appropriate, transport of equipment and supplies is provided |
| 2. Use equipment | <ul style="list-style-type: none"> 2.1 Appropriate equipment is operated according to the task requirements and in accordance with the manufacturer's specifications 2.2 All safety requirements are adhered to before, during and after use 2.3 Data is recorded correctly and in accordance with specifications |
| 3. Maintain equipment | <ul style="list-style-type: none"> 3.1 Operational maintenance of equipment is undertaken according to organisational guidelines 3.2 Repair work is organised for unsafe or faulty equipment 3.3 Tools and equipment are stored safely in appropriate location and according to manufacturer's specifications 3.4 Equipment maintenance plan is maintained |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	1
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT

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

Critical aspects	<p>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.</p> <p>Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.</p>
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • equipment, tools and resources • a real or simulated environment • manufacturers' specifications
Consistency in performance	In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.
Underpinning knowledge	<ul style="list-style-type: none"> • Characteristics, capabilities and limitations of tools and equipment being used • Organisation guidelines
Underpinning skills	<ul style="list-style-type: none"> • Ability to use equipment safely and to the accuracy required for the task • Maintaining records relating to the maintenance of equipment and tools

PRDSIS12A**Unit Descriptor****Transfer personnel and loads**

This unit involves the use of light vehicles, including boats, to transfer personnel and loads.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Maintain awareness of conditions in work area | 1.1 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
1.2 Any occurrence in the work area which may affect the safety and efficiency of operations is reported to the appropriate authority |
| 2. Manage load | 2.1 Loading is located and identified according to instructions from relevant personnel
2.2 Loading and unloading plans are followed to ensure efficiency and safety of operations
2.3 Characteristics of the load are taken into account to ensure that, where applicable, appropriate attachments are used to transport the load |
| 3. Manage vehicle efficiency | 3.1 Vehicle is managed to ensure efficiency of vehicle movement, economy of vehicle operations and minimal damage
3.2 Any faults or damage are promptly reported to the appropriate authority |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	1
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT**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 load.

Loading and unloading plans	may include information on size, shape, weight and nature of load.
Load characteristics	are identified for operations that 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

Critical aspects	<p>It is essential that competence be demonstrated in operating a vehicle safely on a variety of travelling surfaces and in a variety of weather conditions whilst transporting personnel and/or loads.</p> <p>Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.</p>
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a range of vehicles • a simulated or real environment • organisation guidelines
Consistency in performance	In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.
Underpinning knowledge	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Drive a range of vehicles safely • Operate four-wheel drive vehicles in 'off-road' conditions

PRDSIS13A**Unit Descriptor****Design a spatial data storage system**

This unit applies to the determination, creation and acceptance by users of a suitable spatial data and attribute storage system.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine functional requirements | <ul style="list-style-type: none"> 1.1 User needs are determined according to organisation's requirements 1.2 An audit of existing spatial data sources is conducted to determine their suitability, usability and adaptability 1.3 Requirements are recorded according to organisation's guidelines 1.4 Feasibility of requirements is assessed against organisation's budget, resources and priorities |
| 2. Create and test design | <ul style="list-style-type: none"> 2.1 A plan is developed from functional requirements detailing spatial data flow and spatial data dependencies 2.2 Appropriate storage environment is determined according to spatial data requirements and organisation's resources 2.3 A schedule for the introduction of the system is developed and communicated to users 2.4 A prototype is created and tested or a standard format adopted to confirm design meets functional requirements |
| 3. Formalise design acceptance | <ul style="list-style-type: none"> 3.1 All relevant personnel are consulted and negotiated with to determine final design documentation 3.2 A prototype is created and tested or a standard format adopted to confirm design meets functional requirements 3.3 Final design documentation is created according to organisation's guidelines 3.4 Acceptance is obtained from all stakeholders as appropriate |
| 4. Review the suitability of the spatial data storage system | <ul style="list-style-type: none"> 4.1 Users are canvassed regarding the effectiveness of the spatial data storage system and to identify changes needed 4.2 Feedback is analysed and appropriate changes implemented |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

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

Critical aspects	Demonstrated ability to assess requirements, examine suitability of existing arrangements and devise and implement a cost-effective functional solution.
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a real or simulated environment • users needs survey • organisation policies and guidelines • relevant legal and statutory documentation
Interdependent assessment of units	This unit may be assessed with unit PRDSIS01A Determine Client Requirements and unit PRDSIS04A Determine Spatial Data Requirements to Meet the Deliverables.

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 and guidelines
- Security management guidelines
- OHS
- Industry standards
- 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

PRDSIS14A**Unit Descriptor****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.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Confirm task | <ul style="list-style-type: none"> 1.1 Client specifications are analysed to determine specific needs and outcomes 1.2 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 |
| 2. Obtain spatial and attribute data | <ul style="list-style-type: none"> 2.1 Sources are determined using relevant metadata and consistent with specification 2.2 Data is obtained in accordance with organisation's guidelines 2.3 Data is checked for integrity and quality 2.4 Geographic coverage is assessed for completeness 2.5 A metadata set is compiled based on sourced spatial data 2.6 Exceptions reports are referred to relevant personnel |
| 3. Create resultant spatial data set | <ul style="list-style-type: none"> 3.1 Filtering parameters are established according to scientific accuracy, redundancy, client and organisation's requirements 3.2 Spatial data is translated into a format which satisfies specifications 3.3 Spatial data sets are populated with edited spatial data according to organisation's requirements 3.4 Spatial and attribute data are linked in accordance with specification and industry standards |
| 4. Link spatial and attribute data | <ul style="list-style-type: none"> 4.1 The intended use and requirements for the linked data are determined 4.2 The method required for referencing the location of the attribute data is identified 4.3 The linking of the spatial and attribute data is completed in accordance with the specification 4.4 Spatial queries are carried out via the spatial data to access the attribute data |
| 5. Test and validate spatial data sets | <ul style="list-style-type: none"> 5.1 Test queries are determined and implemented to ensure spatial data sets meet specifications 5.2 Spatial data is checked to ensure correctness of links 5.3 An exception report is developed according to organisation's guidelines and reported back to relevant personnel 5.4 All relevant documentation is completed according to organisation requirements 5.5 Quality and usability are ensured according to organisation's requirements |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	3

RANGE STATEMENT

Client specifications	are a description of the outputs and may be a contract, a memorandum, 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.

EVIDENCE GUIDE

Critical aspects

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.

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.

Resources required for assessment include:

- a real or simulated environment
- client specification
- spatial and attribute data
- organisation policies and guidelines
- relevant legal and statutory documentation

Consistency in performance

In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Underpinning knowledge

- Understanding of metadata
- 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
- OHS
- Industry standards
- Implementing quality guidelines

Underpinning skills

- Research skills in accessing sources of spatial data
- Spatial data processing
- Error analysis
- Computer skills

PRDSIS15A**Unit Descriptor****Maintain spatial data**

This unit covers the cycle of spatial data maintenance, including updating, back-ups, recovery and archiving.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Confirm reliability of the spatial data | 1.1 Spatial data updates are accessed to ensure currency and relevance
1.2 Spatial data is checked and edited to ensure it is in acceptable format
1.3 Spatial data is reviewed for compatibility and to ensure it meets specification
1.4 Updates are recorded according to organisation's guidelines
1.5 Integrity and consistency of data is maintained |
| 2. Replace data | 2.1 Spatial data is amended and replaced according to changes identified and organisation's requirements
2.2 Existing data is adjusted to integrate with new data as appropriate
2.3 Existing data is adjusted to integrate with new data as appropriate
2.4 Spatial data sets are tested and validated to ensure integrity and quality
2.5 Documentation is amended and updated according to organisation's standards |
| 3. Carry out data back-up and recovery | 3.1 Data back-ups are implemented to ensure copies of data are accessible in contingency situations
3.2 Back-up system is tested to ensure it can be retrieved |
| 4. Archive data | 4.1 Spatial data set to be archived is manipulated where necessary to ensure completeness
4.2 Metadata is created according to accepted industry standards
4.3 New and existing spatial data is stored in a secure environment and according to organisation's guidelines
4.4 Archival details are recorded according to organisation's guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

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 data set that describes the characteristics of the data set 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

Critical aspects	<p>It is essential that competence is demonstrated in the full cycle of spatial data maintenance including updating, back-ups, and recovery and archiving.</p> <p>The assessment should also include demonstrated capacity to make qualitative judgements about new and existing spatial data.</p>
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a real or simulated environment • existing spatial data and data updates • organisation policies and guidelines
Consistency in 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 PRDSIS16A Store and Retrieve 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
- OHS legislation
- Spatial information technologies
- Relational database
- Coordinate reference systems
- Accepted industry metadata standards including positional accuracy, currency, coordinate system, metric system, lineage and source
- 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
- Problem solving
- Ability to interpret technical manuals
- Use of relevant software/hardware
- Ability to verify reliability
- Project management
- Policy and guidelines development
- Administration skills

PRDSIS16A**Store and retrieve spatial data****Unit Descriptor**

This unit describes activities involved in storing and retrieving data from a range of storage media including digital or hard copy storage.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Store spatial data | <ul style="list-style-type: none"> 1.1 Data index is created to assist in retrieval and storage according to organisation, spatial data and legal requirements 1.2 Data is recorded in index according to organisation's guidelines 1.3 Index is validated to organisation or spatial data requirements 1.4 Spatial data is backed up according to organisation's requirements 1.5 Spatial data is stored securely in accordance with organisation's requirements 1.6 Distribution method is determined to ensure that the most current data is available |
| 2. Access and retrieve spatial data | <ul style="list-style-type: none"> 2.1 Indexing system is used to locate spatial data source 2.2 Where necessary spatial data is translated into required format |
| 3. Manage contingencies | <ul style="list-style-type: none"> 3.1 All reasonable contingencies are considered in the development of a risk management plan 3.2 When necessary, contingency plans are implemented |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

Index may be hard copy or digital format.

Method of storage may include hard copy, digital.

Distribution method is network access to an authoritative data source that can be stored in a digital or hard copy form.

Contingency plans may include off-site storage, fireproof storage, duplicates, storage in different media, insurance, media and formats becoming outdated.

EVIDENCE GUIDE

Critical aspects 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 back-up measures

Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- spatial data storage facilities
- organisation policies and guidelines
- relevant legal and statutory documentation

Consistency in performance In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Interdependent assessment of units This unit may be assessed in conjunction with unit PRDSIS08A Obtain and validate existing data.

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
- OHS
- Industry practice
- Data retrieval methods, querying and browsing

Underpinning skills

- Information management
- Communication
- Computer networking
- Analysis
- Problem solving

PRDSIS17A**Provide administrative support services****Unit Descriptor**

This unit pertains to support services carried out in an office environment.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Respond to requests for spatial data support services | 1.1 Client needs are clarified to determine requirements
1.2 Assessment is made of available resources to determine service capability
1.3 Support is provided in a timely manner and in accordance with client requirements and organisational guidelines
1.4 Workplace procedures related to security and confidentiality are applied
1.5 Source documents are stored in an appropriate location |
| 2. Maintain records | 2.1 Information is recorded in accordance with organisational guidelines and legislative requirements
2.2 Source documents are stored in an appropriate location
2.3 Data is recorded clearly, accurately and legibly
2.4 Maintenance of records is carried out in accordance with organisational guidelines
2.5 Problems in recording data are communicated to appropriate staff |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	1
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT**Client**

may be internal or external.

Support

may be the provision of textual or graphic information and may include reports, briefing notes, charts, maps and diagrams.

Storage of information

includes manual and computer files.

Records may include those relating to statutory, regulatory, legal or organisational requirements.

EVIDENCE GUIDE

Critical aspects Demonstrated ability to determine and satisfy the support needs of the organisation.
Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

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.

Resources required for 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.

Consistency in performance In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Underpinning knowledge

- Spatial data recording
- Reference systems and their relationships to each other
- Organisational policy with regard to storage and handling spatial data

Underpinning skills

- Client relations
- Spatial data handling
- Presentation skills
- Mathematical skills

PRDSIS18A**Unit Descriptor****Produce project deliverables**

This unit applies to the delivery of a product or service to meet client requirements.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Accept the task | <ul style="list-style-type: none"> 1.1 Project deliverables are clarified to determine parameters of the task 1.2 Production documentation is initiated in accordance with organisation's guidelines |
| 2. Develop the production plan | <ul style="list-style-type: none"> 2.1 A production plan is developed according to organisation's guidelines 2.2 Resources, equipment and materials required are determined and organised in consultation with appropriate stakeholders and based on the work instruction 2.3 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 2.4 Relevant legal, statutory and industry standards are considered and planned for |
| 3. Implement and complete the process | <ul style="list-style-type: none"> 3.1 Strategies for accessing resources and equipment are implemented based on the project plan and organisation's guidelines 3.2 Mechanisms are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans 3.3 Checking procedures are followed to ensure work accords with organisation's quality assurance standards and with job specification 3.4 All checking guidelines are undertaken to ensure work accords with organisation's quality assurance standards and with job specification 3.5 Financial management guidelines and processes are implemented to monitor actual expenditure and to control costs 3.6 Production process is amended to cater for any irregularities or breakdowns in production 3.7 Production documentation is completed in accordance with organisation's guidelines and any relevant legislative requirements 3.8 Product is checked to ensure it meets specifications |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	3

RANGE STATEMENT

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 OHS , 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 despatch records, checklists.

EVIDENCE GUIDE

Critical aspects

Demonstrated ability to coordinate resources, equipment and personnel to achieve specified outcomes in a timely and efficient manner.

Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- project objectives
- production resources equipment and material
- production personnel
- production environment
- production documentation
- relevant legal and statutory documentation

Underpinning knowledge

- Business practices
- Management and administration
- Process of production creation
- 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

PRDSIS19A**Unit Descriptor****Collate and interpret data**

This unit focuses on the collation and interpretation of spatial data to provide the data set required for project deliverables.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Collate data | 1.1 Spatial data sets are retrieved from relevant data storage |
| | 1.2 Data is manipulated into an appropriate format and reference system |
| 2. Query and interpret data | 2.1 Data is queried and interpreted using appropriate equipment or software package in accordance with client requirements |
| | 2.2 Data is interpreted and verified for relevance |
| | 2.3 Results are recorded and documented in accordance with organisation and client requirements |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	3

RANGE STATEMENT**Spatial data**

may be digital, hard copy, image, text, vector, raster.

Interpretation

will vary according to the task required, software packages and equipment available.

EVIDENCE GUIDE**Critical aspects**

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 that integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- spatial data sets
- spatial data storage
- organisation policies and guidelines
- relevant legal and statutory documentation

Consistency in performance

In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Underpinning knowledge

- Understanding of 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
- Design skills
- Presentation skills
- Ability to analyse spatial data

PRDSIS20A**Design project deliverables****Unit Descriptor**

This unit focuses on the analysis of spatial data and the design of a product to meet client deliverables.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Analyse, compute and design | 1.1 Required project deliverables are confirmed with relevant person
1.2 Calculations and analysis are undertaken for product development
1.3 Design is prepared in accordance with organisation's and approving authorities' guidelines and requirements |
| 2. Present analysis, computations and design | 2.1 Product is validated for presentation
2.2 Outputs are validated against client requirements
2.3 Metadata is created in accordance with organisation's guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	3

RANGE STATEMENT**Analysis and computations**

will vary according to product required and may include GIS analysis, design of sub-division layout and infrastructure such as roads, storm water drainage, water supply and sewer drainage.

Storage

may include hard copy or digital format.

EVIDENCE GUIDE

Critical aspects

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 that integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- spatial data sets
- spatial data storage
- organisation policies and guidelines
- relevant legal and statutory documentation

Consistency in performance

In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Underpinning knowledge

- Understanding of town planning principles
- Understanding of 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
- Design skills
- Mathematical computation
- Presentation skills

PRDSIS21A**Finalise and present project deliverables to the client****Unit Descriptor**

This unit applies to the finalisation and presentation of project outcomes.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ensure product meets specifications | 1.1 Prepared final product is checked to ensure it meets the project specifications
1.2 Product is validated for integrity and completeness |
| 2. Present product | 2.1 Client is informed in a timely and concise manner of the readiness of the product
2.2 Product is delivered to meet deadlines and specifications
2.3 Opportunities are provided to client to clarify and enhance their knowledge of the product
2.4 Client acceptance of project deliverables is obtained
2.5 Client survey is undertaken to gauge client satisfaction in accordance with organisation's requirements |
| 3. Finalise project details for closure | 3.1 Project records are completed according to organisation guidelines
3.2 Where appropriate, invoicing is completed or facilitated in a prompt manner
3.3 Archive records are developed and stored according to organisation's guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT**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

Critical aspects Demonstrated ability to ensure deliverables meet requirements and that client approval is obtained.

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.

Resources required for assessment include:

- a real or simulated environment
- specification
- client
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation

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
- Administrative skills
- Presentation skills

PRDSIS22A**Control and monitor the spatial components of the project****Unit Descriptor**

This unit describes the activities involved in controlling and monitoring the spatial components of projects.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan the task | <ul style="list-style-type: none"> 1.1 Design is interpreted to identify spatial components to be controlled or monitored 1.2 Design is checked for internal consistencies 1.3 Stakeholders are identified and contacted according to organisation's guidelines 1.4 Project resources are identified and obtained 1.5 Pertinent legal and statutory requirements and standards are researched, considered and adhered to |
| 2. Execute the task | <ul style="list-style-type: none"> 2.1 The identified spatial components are accurately measured 2.2 Measured spatial data is reduced to project spatial reference system for comparison against design 2.3 The impact of contingencies is effectively managed 2.4 Measurements are validated and recorded in accordance with the project specifications 2.5 Checks are completed according to requirements |
| 3. Finalise the task | <ul style="list-style-type: none"> 3.1 Results are documented in accordance with project specifications 3.2 Relevant parties are informed of the results according to organisation's guidelines 3.3 Spatial data is archived according to project specifications |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

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

Critical aspects	<p>Demonstrated ability to ensure that accuracy has been achieved and that non-conformity aspects are recorded and reported. In particular:</p> <ul style="list-style-type: none"> • 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 <p>Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.</p>
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a real or simulated environment • design • project resources • stakeholders • organisation policies and guidelines • access to relevant resource personnel • relevant legal and statutory documentation

Interdependent assessment of units

Assessment of this unit may be undertaken concurrently with:

- unit PRDSIS04A Determine spatial data requirements to meet the deliverables
- unit PRDSIS06A Plan data collection and validation
- unit PRDSIS07A Capture new data
- unit PRDSIS16A Store and retrieve spatial data
- unit PRDSIS18A Produce project deliverables
- unit PRDSIS21A Finalise and present project deliverables to the client

Underpinning knowledge

- Measurement techniques
- Knowledge of guidelines of the project
- Knowledge of OHS
- 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
- Use of measuring equipment

PRDSIS23A**Undertake research and development****Unit Descriptor**

This unit describes the activities involved in undertaking research and development within the spatial information services area.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collect background information | <ul style="list-style-type: none"> 1.1 Potential for development in spatial information services is identified 1.2 Literature and information searches are undertaken to evaluate current market demands and developments 1.3 Possible stakeholders are identified based on the parameters of the potential development 1.4 The results of the information search are documented and communicated according to organisation's guidelines 1.5 Funding sources are identified to match the potential development |
| 2. Develop a project proposal | <ul style="list-style-type: none"> 2.1 Research project plan is developed including aims, objectives, expected outcomes and contingencies according to organisation's guidelines 2.2 A range of methodologies is evaluated against project plan and a suitable method is chosen 2.3 Work plan and budget including resource requirements are developed and negotiated with research workers 2.4 Proposal to proceed is prepared and appropriate support is obtained according to organisation's guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT**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.

EVIDENCE GUIDE

Critical aspects Demonstrated ability to use information sources to determine opportunities for the development of new products and to create, champion and implement new product solutions.

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.

Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.

Resources required for assessment include:

- literature and information
- organisation policies and guidelines

Underpinning knowledge

- Knowledge of organisation policies and procedures
- Measurement techniques
- Research methodologies
- Project management
- Knowledge of guidelines of the development
- Knowledge of OHS
- 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
- Use of appropriate equipment

PRDSIS24A**Unit Descriptor****Unit Sector****Maintain financial records**

This unit involves the monitoring of records of income and expenditure.

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Reconcile accounts to balance | 1.1 Requirements of relevant legislation and industry codes are identified and complied with
1.2 Discrepancies between transaction documentation and account balances are identified
1.3 Errors in documentation are rectified or reported where necessary
1.4 Data is recorded on nominated system within designated timelines |
| 2. Prepare financial institution reconciliations | 2.1 Journal entries and cash payment summaries are checked for accuracy against financial institution statements
2.2 Discrepancies are noted and resolved or reported where necessary
2.3 Regular reconciliation reports are produced within designated timelines to provide spatial data required by the organisation |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT**Organisation**

includes all forms of business organisations, public and private.

System

may be manual or computer-based.

Types of records

include income, daily, monthly, budget variance, monthly, expenditure, stock inventories, depreciation schedules, purchases, petty cash, register.

Relevant legislation and industry codes

include areas covering Taxation Act, Australian Accounting Practices and Codes, corporations law, OHS , EEO, anti-discrimination, freedom of information, relevant Australian standards.

EVIDENCE GUIDE**Critical aspects**

It is essential that competence be demonstrated in all aspects of maintaining financial records including:

- reconciling accounts to balance
- preparing financial institution reconciliations

Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

Context of assessment:

Assessment is to be at the workplace or in a simulated work environment.

Evidence of competence is best obtained by reviewing examples of records maintained under normal operating conditions of the organisation.

Resources required for assessment include:

- a real or simulated environment
- record-keeping system
- organisation policies and guidelines
- relevant legal and industry codes

Underpinning knowledge

- Company financial policies and guidelines
- Required accounting guidelines
- Organisation ledger system
- Financial computer programs
- Company fees and charges
- Banking guidelines
- Financial reconciliation
- Relevant legislation as it applies to maintaining financial records

Underpinning skills

- Report writing
- Scheduling
- Contingency management
- Negotiation

PRDSIS25A**Lead and supervise teams****Unit Descriptor**

This unit deals with the leadership of teams including setting and maintaining team and individual performance standards.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide team leadership | <ul style="list-style-type: none"> 1.1 Work requirements are identified and presented to team members 1.2 Reasons for instructions (where known) and requirements are communicated to team members 1.3 Team members' queries and concerns are recognised, discussed and dealt with 1.4 Team's concerns are represented to management where necessary 1.5 Any legal requirements and ramifications of team operations are communicated to team members |
| 2. Supervise staff workload | <ul style="list-style-type: none"> 2.1 Current workload of staff is accurately assessed 2.2 Workload is scheduled effectively to facilitate operational efficiency 2.3 Workload of staff is continuously assessed in accordance with agreed objectives and timelines 2.4 Staff are allocated a workload priority 2.5 Staff rosters are prepared according to organisation's policies and guidelines and in accordance with any award and legislative requirements |
| 3. Monitor and maintain team and individual performance | <ul style="list-style-type: none"> 3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Individual and team performance is reviewed on an ongoing basis against performance expectations to ensure that employer/client needs and requirements are met 3.3 Feedback is provided in a constructive manner 3.4 Performance issues which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 3.5 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction |
| 4. Advise staff on policies and guidelines applying to the workplace | <ul style="list-style-type: none"> 4.1 Induction programs for new employees are effectively conducted to introduce new employees to the workplace 4.2 Staff are regularly and accurately briefed on relevant organisation policies and guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

Work requirements	may include client brief, assignment instructions.
Team members' concerns	may include award conditions and roster/shift details.
Employees	may include full-time, part-time, casual, office staff, contractors.
Policies and guidelines	applying to the workplace may include guidelines relating to workplace change processes, disciplinary guidelines, award guidelines, pay guidelines, organisational structure.

EVIDENCE GUIDE

Critical aspects	Demonstrated ability to match organisation's needs and priorities with individual's capabilities in a positive environment. Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a real or simulated environment • organisation policies and guidelines • access to relevant personnel • relevant legal and statutory documentation
Consistency in performance	In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Underpinning knowledge

- Employer policies and guidelines
- Relevant legal requirements
- How performance expectations are set
- Methods of monitoring performance
- Client expectations
- Team members' duties and responsibilities

Underpinning skills

- Communication skills required for leading teams
- Informal performance counselling
- Team building
- Negotiation

PRDSIS26A**Unit Descriptor****Participate in process improvement**

This unit focuses on staff being involved in reviewing working processes and guidelines, and applies to all employees.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify opportunities for process change | 1.1 Processes are monitored to ensure they are cost-effective, customer-focused, error-free and achieving planned result
1.2 Problems are identified and communicated to appropriate personnel to improve service and prevent recurrence |
| 2. Participate in assessing the viability of new ideas and implementing new or improved processes | 2.1 Ideas are discussed and evaluated with team to determine viability and compliance with relevant legislation
2.2 Ideas are assessed against existing practice, precedent and any legislative or organisation restrictions
2.3 The contribution of the ideas to service, quality improvement or cost efficiency is identified
2.4 Approved processes are implemented according to organisation guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	1
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT**Process**

may include organisation guidelines and methods, culture, approaches.

Ideas

can be assessed against their cost-effectiveness, ability to add value, improve customer satisfaction, practicality, viability, ease of implementation, degree of management support.

Context for process improvement

may include company policy and guidelines concerning health and safety, public health, emergency response, continuation training, company history in health and safety, level of accidents and injuries in the workplace, work methods and processes, product and equipment design, product and equipment selection, product and equipment use, workplace environment, existence of workplace recognition and reward systems, type and level of risk management in place.

Relevant legislation

and codes may cover State and Federal OHS, public health, environmental, industrial, consumer protection, trade practices, equal opportunity, anti-discrimination, freedom of information, industry codes of conduct, relevant Australian standards.

EVIDENCE GUIDE**Critical aspects**

It is essential that competence be demonstrated in process improvement including capacity to identify and assess opportunities for process change.

Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- organisation policies and guidelines
- access to relevant personnel
- relevant legal and statutory documentation

Consistency in performance

In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Underpinning knowledge

- Company quality policies and guidelines
- Customer relations guidelines

Underpinning skills

- Interpersonal
- Oral and written communication
- Ideas analysis

PRDSIS27A**Unit Descriptor****Maintain client relations**

This unit deals with building and maintaining an effective relationship with clients, whether internal or external to the organisation.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Build and maintain customer relations | 1.1 Changes to client's needs and requirements are monitored and appropriate action taken
1.2 Client satisfaction, goodwill and trust are achieved by completing all activities in accordance with organisation and industry standards and client's needs
1.3 Satisfaction or concerns of client are identified through contact with client on completion of task
1.4 Client enquiries are answered promptly, knowledgeably accurately and courteously
1.5 Client expectations for reliability, punctuality and appearance are always met |
| 2. Respond to client enquiries | 2.1 Causes of client dissatisfaction are identified and dealt with in accordance with organisation guidelines and to satisfaction of client
2.2 Enquiries and complaints are used as opportunities to demonstrate exceptional customer service
2.3 Written records of contact with client, including enquiries and complaints, provide an objective record of matters addressed, and remedial and other action taken
2.4 Client confidentiality is maintained in accordance with company guidelines and client's requirements |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT**Clients**

may include internal or external, government or private organisation.

Monitoring	may be by review of client instructions and/or brief, discussions with client, awareness of client's operating environment.
Remedial and other action taken	includes implementation of required changes, referral to appropriate personnel, clarification of client needs and instructions.

EVIDENCE GUIDE

Critical aspects	<p>Demonstrated ability to build and maintain effective relationships with clients by identifying and satisfying clients' requirements in a timely and business-like manner.</p> <p>Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.</p>
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.
Resources required for assessment include:	<ul style="list-style-type: none"> • a real or simulated environment • access to a range of clients • organisation policies and guidelines
Consistency in performance	In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.
Underpinning knowledge	<ul style="list-style-type: none"> • Customer relations policies • Complaint handling guidelines • Quality assurance guidelines • Broad understanding of common marketing guidelines • Indemnity obligations • OHS requirements
Underpinning skills	<ul style="list-style-type: none"> • Customer service • Interpersonal skills • Oral and written communication • Telephone technique • Problem solving and negotiation • Maintaining records • Preparing reports

PRDSIS28A**Respond to client enquiry****Unit Descriptor**

This unit covers assessing client's needs, providing the appropriate information and following up with alternatives where necessary.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify nature and type of enquiry | 1.1 Client is addressed in a courteous and business-like manner
1.2 Client requirements and degree of urgency are established promptly
1.3 Impact of organisation's policy for dealing with enquiry and ability to respond is identified
1.4 Enquiries regarding additional research are allocated a priority and arrangements are made for follow-up |
| 2. Follow up client's needs | 2.1 Information relevant to client needs is identified from organisational and industry sources
2.2 Response to the enquiry is prepared within company time requirements
2.3 Client is informed of further sources of information where appropriate
2.4 Gaps in available information are identified and referred to relevant person for action |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	1
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT

Clients may be internal or external.

EVIDENCE GUIDE

Critical aspects

It is essential that competence be demonstrated in:

- correctly identifying client needs
- responding to client enquiries in a way which is consistent with the organisation's policies and guidelines
- providing alternative sources of information and advice
- following through with client where required

Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

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.

Resources required for assessment include:

- access to relevant databases and information sources
- access to company procedures for handling and referring enquiries

Underpinning knowledge

- The organisation's policies, guidelines and capabilities with regard to client services
- Sources of organisational or industry information

Underpinning skills

- Verbal and written communication
- Problem solving
- Interpersonal skills
- Accessing information

PRDSIS29A**Unit Descriptor****Collect basic data**

This unit describes the activities involved in collecting basic data by different methods under supervision.

Unit Sector

Spatial information services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather basic data | <ul style="list-style-type: none"> 1.1 Equipment is operated according to manufacturer's specification, statutory and organisation's guidelines 1.2 Data and attributes are collected using methodologies detailed in the data collection plan 1.3 Any discrepancies between specification and actual activities are identified, recorded and reported 1.4 Administrative and legal requirements for data collection are complied with and recorded 1.5 OHS requirements are adhered to throughout the conduct of the project |
| 2. Finalise the collection process | <ul style="list-style-type: none"> 2.1 All required documentation is completed according to organisation's requirements 2.2 All data and documentation are stored according to organisation's requirements |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	2
Using technology	2

RANGE STATEMENT**Administrative and legal requirements**

are those contained within the procedural requirements of the organisation.

Equipment

may include electronic theodolites, Total Stations, GPS units, levels, PC-based digitising board, vehicles, photogrammetric instruments, data-recording equipment.

Manufacturer's specification	may be found in printed instruction, leaflets, operator's manuals, equipment specifications, warranty documents, spatial database, or in computerised format.
Data collection	may include direct or indirect, aerial, remote sensing, field, manual entry.
OHS requirements	include the identification of potential hazards and the use of safety equipment and/or special clothing.
Attributes	are additional descriptors of the entity e.g. size, type.
Required documentation	may include records and reports of communication, meeting reports, authority/approval documentation, reimbursements, accident and injury reports.
Contingencies	may include equipment failure, adverse weather.

EVIDENCE GUIDE

Critical Aspects of Evidence to be considered:	It is essential that competence be demonstrated in relevant data collection and validation methodologies .
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.
Resources Implications	<ul style="list-style-type: none"> • a real or simulated environment • access to a project specification • access to equipment and resources for relevant spatial data collection methods • access to a worksite • access to spatial data storage system • organisation policies and guidelines • relevant legal and statutory documentation
Underpinning knowledge	<ul style="list-style-type: none"> • Collection methods • Precision and accuracy in relation to spatial data acquisition • Equipment capabilities, limitations and potential problems • Spatial data handling • OHS requirements • Organisation policies and guidelines
Underpinning skills	<ul style="list-style-type: none"> • Working effectively as part of a team • Proficiency in the operation of spatial data collection equipment • Use of marine equipment where appropriate

BSBFLM303A**Unit Descriptor****Contribute to effective workplace relationships**

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

At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

This unit is related to BSBCMN403A Establish and maintain effective business relationships and networks.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather, convey and receive information and ideas | 1.1 Information to achieve work responsibilities is collected from appropriate sources
1.2 The method(s) used to communicate ideas and information is appropriate to the audience
1.3 Communication takes into account social and cultural diversity
1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches |
| 2. Develop trust and confidence | 2.1 People are treated with integrity, respect and empathy
2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships
2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance
2.4 Interpersonal styles and methods are adjusted to the social and cultural environment |
| 3. Build and maintain networks and relationships | 3.1 Networking is used to identify and build relationships
3.2 Networks and other work relationships provide identifiable benefits for the team and organisation
3.3 Action is taken to maintain the effectiveness of workplace relationships |
| 4. Manage difficulties to achieve positive outcomes | 4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance
4.2 Colleagues receive guidance and support to resolve their work difficulties
4.3 Poor work performance is managed within the organisation's processes
4.4 Conflict is managed constructively within the organisation's processes
4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	2
Using technology	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The general workplace context for this AQF level is described in the AQF level descriptor. In addition, the following variables may be present for this particular unit:

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

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

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

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

Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

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

Sources of information may be

- Internal or external and print or non-print

The organisation's social, ethical and business standards refers to

- Those relevant to frontline management's work activities. They may be written or oral, stated or implied

Colleagues may include

- Team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Customers and suppliers would typically be from

- Internal sources, although there may be some limited external contact

Networks may be

- internal and / or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

Guidance and support may be

- Provided by frontline management or arranged from alternative internal or external sources

OHS considerations may include:

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

EVIDENCE GUIDE

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

Critical Aspects of Evidence

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

Underpinning Knowledge

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

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

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

The principles and techniques associated with:

- Developing trust and confidence
- Consistent behaviour in work relationships
- Identifying the cultural and social environment
- Identifying and assessing interpersonal styles
- Establishing networks
- Problem identification and resolution
- Handling conflict
- Managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination / bias

Underpinning Skills

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

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

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

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

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

PR SIR24A**Implement and monitor financial and administration systems****Unit Descriptor**

This unit deals with the establishment and maintenance of records about business financial transactions and administration systems. This is a customised version of a competency unit endorsed in PRS98 Asset Security Training Package and the title and national code of that source unit have been retained. This customised unit is not available on the NTIS, which will only reflect the original version.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish and maintain financial records | 1.1 Requirements for efficient financial administration are determined from consultation with financial advisers and an analysis of financial plans
1.2 Record-keeping systems and methods are established and provide accessible, timely and accurate information on financial transactions
1.3 Information on financial transactions is systematically collected and entered at regular intervals |
| 2. Prepare financial reports | 2.1 Purpose and frequency of financial reports is identified and communicated to relevant personnel
2.2 Schedules of accounts and records of financial reconciliation are agreed in consultation with relevant stakeholders
2.3 Regular financial reports are prepared in the required format |
| 3. Monitor financial transactions | 3.1 Mechanisms to identify and correct discrepancies and errors in financial records are identified
3.2 Financial account transactions are monitored at regular intervals to maintain adequate cash flows
3.3 Consistently accurate financial reports and summaries are produced at regular intervals to enable assessment of organisation's performance
3.4 Performance indicators are implemented and reviewed to ensure and improve the performance of cost centres within the system |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

- Financial plans**
- may be interpreted broadly along with the selection of a bookkeeping system to complement the requirements established in the financial plan.
- Record-keeping systems**
- may include computer-based or hard-copy book of accounts.
- Methods**
- used to maintain records may be cash-based or accrual, provided these are consistent with Australian standards for bookkeeping and accounting.
- Reports**
- may be required on a daily, weekly, monthly or annual basis.

EVIDENCE GUIDE

- Critical aspects**
- Demonstrated ability to satisfy the financial needs of the organisation in the implementation and administration of appropriate systems.
 - Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.
- 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.
- Resources required for assessment include:**
- a real or simulated environment
 - financial advisers and organisation financial plan
 - bookkeeping materials
- Interdependent assessment of units**
- This unit may be assessed with unit PRSIR27A Prepare Budgets
- Underpinning knowledge**
- Administrative systems and office routines
 - Principles of bookkeeping
 - Business ethics
 - Principles of business law as it relates to contracts and accounting guidelines
 - Australian Standards Association Code of Practice and Accounting Standards

Underpinning skills

- Planning and organising
- Problem solving
- Time management
- Use of information systems
- Bookkeeping and financial report writing
- Interpersonal, including oral communication and working with groups

PR SIR25A**Unit Descriptor****Develop and implement a business plan**

This unit covers developing a business plan for an organisation as a guide to achieving specified business objectives.

This is a customised version of a competency unit endorsed in PRS98 Asset Security Training Package and the title and national code of that source unit have been retained. This customised unit is not available on the NTIS, which will only reflect the original version.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish business objectives and monitoring system | 1.1 A clear statement about the desired direction of the business is agreed, clearly communicated to all stakeholders and adjusted, based on feedback received
1.2 Explicit short and medium term objectives are established as a basis for performance measurement, control and adjustment
1.3 Relevant and effective measures to gauge and monitor performance are established
1.4 Timeframes are established that are achievable and practical |
| 2. Identify support requirements to achieve objectives | 2.1 Specialist services, skills, and resources available within the organisation are identified
2.2 The need for specialist services, skills and resources to complement existing capabilities is identified and costed as a basis for planning additional resource requirements
2.3 Equipment and systems required to facilitate work flow and communications are identified
2.4 Requirements for training are identified which ensures all persons are conversant with services to be provided |
| 3. Prepare financial forecasts | 3.1 Sources of income are accurately identified
3.2 Income forecasts are prepared using business budgeting formats for services
3.3 Accurate expenses based on known costs are identified
3.4 Expense forecasts that allow for contingencies are prepared
3.5 Adequate return on investment is demonstrated through calculation of a net result for the services |
| 4. Formulate and document business plan | 4.1 Schedule of activities to achieve required outcomes is prepared
4.2 Measures and methods to monitor plan implementation and outcomes are established
4.3 All components of the business plan are integrated in a standard format to business specifications
4.4 All relevant information and analysis is included in documentation
4.5 Plans are documented in a logical, concise and conclusive manner
4.6 Business plan provides clear direction to enable effective decision making
4.7 Business plan is communicated to relevant parties |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	2
Using technology	2

RANGE STATEMENT

- Stakeholders**
- may include business owners, partners, shareholders, family members, business associates, debtors, managers.
- Organisation**
- may include private firms, sole practitioner or partnership, department or section of local, State or Commonwealth agency.
- Services**
- to be provided may include spatial data capture, spatial data management, spatial data delivery.
- Resources**
- include people, equipment, finance, location, and goodwill.
- Expenditure**
- includes commissions, general operations, marketing costs, development costs, consultants.
- Performance measures**
- include market shares, sales, return on investment, customer service, level of complaints.
- Planning schedule**
- includes milestones, lead times, key activities, dependencies.

EVIDENCE GUIDE

- Critical aspects**
- Demonstrated ability to determine organisation directions, identify environmental constraints and opportunities, develop and communicate a workable plan and to set up a mechanism for monitoring and measuring performance against objectives.

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.

Resources required for assessment include:

- a real or simulated environment
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation

Underpinning knowledge

- Budgeting and business planning process
- Sources of advice
- Fundamentals of financial accounting
- Fee structures
- Resource requirements of the sector/activity

Underpinning skills

- Collection and analysis of financial performance information
- Written and verbal communication required for negotiation, report writing
- Planning and forecasting
- Scheduling
- Identifying and evaluating business opportunities
- Research

PR SIR27A**Prepare budgets****Unit Descriptor**

This unit applies to all types of budgets.

This is a customised version of a competency unit endorsed in PRS98 Asset Security Training Package and the title and national code of that source unit have been retained. This customised unit is not available on the NTIS, which will only reflect the original version.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify context for budget | <ul style="list-style-type: none"> 1.1 Links between the budget and organisation business plans are identified 1.2 Purpose and intended use of the budget are identified 1.3 Opportunities and constraints on budget formation are assessed 1.4 Format and content requirements are identified to ensure compliance with company and legislative requirements |
| 2. Analyse current position | <ul style="list-style-type: none"> 2.1 Historical data on income and expenditure are considered 2.2 The impacts of current asset status and plans are assessed 2.3 Trends in income and expenditure are established and causes recognised |
| 3. Forecast income and expenditure | <ul style="list-style-type: none"> 3.1 All parameters relevant to forecast period are assessed for impact on projected position 3.2 An appropriate allowance for variation and contingency is built into forecasts 3.3 Forecasts are realistic and backed by reliable evidence |
| 4. Prepare working budget | <ul style="list-style-type: none"> 4.1 The draft budget is in an appropriate format, is clear, accurate and easily understood by users 4.2 The financial requirements of the company are accurately reflected in the draft budget 4.3 Income and expenditure estimates are clearly identified and are supported by valid, reliable and relevant information 4.4 Budget proposals are consistent with organisation and ensure the efficient and effective operation of the company 4.5 The budget proposals are realistic and achievable 4.6 The working budget is completed within required timeframe 4.7 The working budget is circulated to relevant parties for comment |
| 5. Prepare final budget | <ul style="list-style-type: none"> 5.1 Comments on draft budget are considered and relevant parties are advised of implications 5.2 Required modifications to draft budget are agreed and incorporated 5.3 Proposed budget is completed in required format within required timeframe 5.4 Relevant people are informed of budget requirements in a timely and precise manner |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

RANGE STATEMENT

- Organisation**
- includes all forms of business.
- Budget**
- may be prepared for market activities, profit centre or operations, set time periods, bankers, other finance companies.
- Data for budget preparation**
- may include previous budget, employee costs, overhead costs.
- Sources of data**
- may include awards, organisation records, legislative requirements, industrial agreements, regulations and standards applicable to the industry.
- The budget**
- may address operational income and expenditure, plan objectives, cash flow management, asset replacement, asset sales, entrepreneurial ventures and available revenue sources.
- Relevant parties**
- may include employees, owners, regulators, financiers.
- Relevant legislation and industry codes**
- include Taxation Act, Australian Accounting Practices and Codes, public and other liability, OHS, fair trading legislation, equal opportunity, company codes of practice, corporations law, professional association regulations, codes and guidelines.

EVIDENCE GUIDE

Critical aspects

- Demonstrated ability to assess current needs and historical evidence to develop and implement a workable budgetary framework.
- Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.

Context of assessment

- Assessment is to be at the workplace or in a simulated work environment
- Evidence of competence is best obtained by reviewing examples of records maintained under normal operating conditions of the organisation.

Resources required for assessment include:

- a real or simulated environment
- organisation business plans
- historical data
- organisation policies and guidelines
- relevant legal and industry codes

Underpinning knowledge

- Relevant organisation policy and guidelines
- Budget processes and guidelines
- Relevant computer software
- Industry codes of practice

Underpinning skills

- Negotiation
- Report presentation
- Research interpretation
- Consultation
- Computer literacy

PR SIR29A**Unit Descriptor****Establish and implement a marketing strategy**

This unit applies to the marketing of services and products.

This is a customised version of a competency unit endorsed in PRS98 Asset Security Training Package and the title and national code of that source unit have been retained. This customised unit is not available on the NTIS, which will only reflect the original version.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Evaluate markets and organisation capacity for service | <ul style="list-style-type: none"> 1.1 Markets for existing or new product opportunities for the organisation are identified, researched and analysed for possible entry and/or development 1.2 An audit of existing service capacities is undertaken to identify scope for increased service provision 1.3 Preferred business profile is identified from business plans and other organisation documentation 1.4 Economic, community, environmental and political trends are assessed for relevance against the business profile |
| 2. Develop marketing strategies and plans | <ul style="list-style-type: none"> 2.1 Alternative and innovative marketing strategies for the business are identified and compared with existing systems 2.2 Services and markets for the organisation are clearly identified from reliable information 2.3 Marketing strategies incorporate suitable advice from qualified marketing professionals if required 2.4 Marketing service organisations are identified and services accessed where appropriate 2.5 Cost-effective plans are developed for services, promotional and pricing strategies |
| 3. Implement marketing strategies | <ul style="list-style-type: none"> 3.1 Suitable advertising and other promotional vehicles are evaluated for cost-effectiveness 3.2 Plans, schedules and targets are set for the introduction of new or improved services 3.3 The organisation's marketing strategy, and each employee's role and responsibility within it, are communicated to relevant staff 3.4 Plans take into account the nature of the target client and business cycles 3.5 Planned measures are taken to educate clients in value-added services provided by the organisation 3.6 Implementation is directed toward achieving outcomes defined in the marketing strategy |
| 4. Monitor marketing strategy | <ul style="list-style-type: none"> 4.1 Evaluation criteria to assess the effectiveness of marketing are established 4.2 Accurate records are kept against evaluation criteria to enable reliable decisions on performance to be made 4.3 Marketing strategy is regularly adjusted in response to monitoring of performance |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	1
Using technology	1

RANGE STATEMENT

- Organisation**
- includes all forms of business organisations, public and private.
- Marketing strategies**
- may include target markets by client group, location, core function, service type.
- Promotional strategies**
- may include a combination of pricing, public relations, image and presentation; advertising; community education and involvement.
- Promotional plans**
- take account of objectives of the promotion; venue and location; duration, style and format of the promotion; technical equipment required; number of invitees; promotional materials; budget; control of invitations; staffing implications; possible cooperative approaches with other organisations.
- Plans**
- may include budgets, business plans, marketing plans.
- Service organisations**
- may include advertising agencies, marketing consultants, industry associations.
- Assessment of existing capacity**
- may include competency levels, geographic location, condition and type of facilities and equipment, current workloads, new technology.
- Community, environmental and political trends**
- may include popular attitudes, stability, conservation, degree of knowledge, news coverage, security issues, crime trends.

Evaluation performance criteria

- may include volume of billed business, public response rates, cost per lead, conversion rates, surveys on attitudes and views of company.

Relevant legislation and codes

- may cover State and Federal OHS, public health, industrial, consumer protection, trade practices, equal opportunity, anti-discrimination, freedom of information, industry codes of conduct, relevant Australian standards.

EVIDENCE GUIDE**Critical aspects**

- Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.
- It is essential that competence be demonstrated in establishing and implementing a marketing strategy including:
 - conducting market research
 - developing marketing strategy
 - implementing marketing strategy
 - monitoring marketing strategy
 - evaluating effectiveness of marketing strategy

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.

Resources required for assessment include:

- a real or simulated environment
- organisation business plans
- organisation policies and guidelines

Underpinning knowledge

- Marketing principles and practice
- Performance evaluation measures
- Competitors' strengths and weaknesses
- Business planning processes
- Customer relations policies
- Market conditions and forces

Underpinning skills

- Business negotiation
- Verbal and written communication
- Budgeting
- Analytical skills applied to market research and assessments
- Planning and scheduling of monitoring activities
- Presentation skills
- Maintaining records or spatial database
- Research
- Basic computer literacy including word processing

PR SIR31A**Undertake process improvement to reduce costs and improve quality service****Unit Descriptor**

Includes encouraging all staff in reviewing working processes and guidelines and implementing agreed changes to facilitate improved methods. Covers broad context of process improvement.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify opportunities for process change | <ul style="list-style-type: none"> 1.1 Processes are monitored to ensure they are cost-effective, customer-focused, error-free and achieving planned result 1.2 Problems are identified and resolved quickly to improve service and prevent recurrence 1.3 Inconsistencies are identified by comparing processes for similar tasks to ensure the most effective method is being used |
| 2. Encourage development of ideas for improvement | <ul style="list-style-type: none"> 2.1 Ideas for improvement are given prompt consideration and feedback to maximise possible benefits 2.2 An environment where improvements are sought and rewarded is maintained and incentives offered 2.3 Staff are coached through the review of ideas to ensure commitment to solutions |
| 3. Assess viability of new ideas | <ul style="list-style-type: none"> 3.1 Ideas are discussed and evaluated with operators and against existing practice, precedent and any legislative or organisation restrictions to determine viability and compliance with relevant legislation 3.2 The contribution of the ideas to service, quality improvement or cost efficiency is identified 3.3 Balanced judgments on the effectiveness of ideas are made |
| 4. Develop alternatives for process improvement | <ul style="list-style-type: none"> 4.1 Staff and other area specialists are involved so that all aspects can be considered 4.2 Regular opportunities are provided to consider alternative approaches to process improvement |
| 5. Arrange implementation of viable change | <ul style="list-style-type: none"> 5.1 Support is provided to employees to facilitate change 5.2 Change is monitored regularly to ensure anticipated benefits are realised 5.3 All areas affected by change are advised promptly to minimise disruption and ensure commitment 5.4 The implementation effort is recognised to encourage continued improvement |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

Process

- may include organisation guidelines and methods, culture, approaches.

Process change

- may occur in systems and guidelines.

Inconsistencies

- may include repetitive processes, work duplication.

Incentives

- for process improvement may include monetary, esteem building, promotion, prizes.
- Ideas can be assessed against their cost-effectiveness, ability to add value, improve customer satisfaction, practicality, viability, ease of implementation, degree of management support.

Other area specialists and parties involved in process change

- may include sales representatives, clients, suppliers.

Support for change

- can include guidance, counselling, coaching, assistance with resources, training.

Context for process improvement

- may include company policy and guidelines concerning health and safety; public health; emergency response; continuation training; company history of health and safety; level of accidents and injuries in the workplace; work methods and processes; product and equipment design; product and equipment selection; product and equipment use; workplace environment; quality standards; existence of workplace recognition and reward systems; type and level of risk management in place.

Relevant legislation

- and codes may cover State and Federal OHS, public health, environmental, industrial, consumer protection, trade practices, equal opportunity, anti-discrimination, freedom of information, industry codes of conduct, relevant Australian standards.

EVIDENCE GUIDE**Critical aspects**

- Demonstrated ability to identify process improvement possibilities and to engender support for improvement across the organisation.
- Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.
- Evidence of competency is best obtained by the development, implementation and assessment of a proposal for process improvement under normal industry operating conditions. If this is not practicable, observations in realistic simulated environments may be substituted.

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.

Resources required for assessment include:

- a real or simulated environment
- organisation policies and guidelines
- access to relevant personnel
- relevant legal and statutory documentation

Consistency in performance

- In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Underpinning knowledge

- Company quality policies and guidelines
- Process methods for either gathering information or security risk management
- Customer relations guidelines
- Basic tools of quality improvement e.g. Pareto charts, histograms, run charts

Underpinning skills

- Interpersonal
- Oral and written communication
- Ideas analysis
- Team leadership
- Negotiation
- Problem solving and analysis
- Planning and organising
- Basic statistical analysis

PR SIR35A**Monitor and review staff performance****Unit Descriptor**

This unit relates to the ongoing process of assessment of staff performance and development of reward and incentive schemes.

This is a customised version of a competency unit endorsed in PRS98 Asset Security Training Package and the title and national code of that source unit have been retained. This customised unit is not available on the NTIS, which will only reflect the original version.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Undertake staff performance assessment | <ul style="list-style-type: none"> 1.1 Staff are assessed at regular intervals against pre-determined performance requirements 1.2 Assessment is fair and equitable to all staff members 1.3 Staff are advised of assessment requirements in advance 1.4 Staff are provided with opportunities to question assessment and negotiate outcomes where appropriate |
| 2. Implement reward and incentive schemes | <ul style="list-style-type: none"> 2.1 Reward and incentive schemes, where they exist, are implemented to encourage employees and organisation according to organisational policies and guidelines 2.2 All staff are made aware of reward and incentive schemes and what is required for achievement 2.3 Schemes are administered fairly and equitably to all parties |
| 3. Counsel staff | <ul style="list-style-type: none"> 3.1 Staff counselling occurs promptly to minimise the negative impact of delays 3.2 Counselling strategies are appropriate to organisation and individual needs 3.3 A record of counselling and required action is prepared promptly 3.4 Counselling is undertaken in a supportive environment that protects the privacy of the individual 3.5 Referrals to professional services are made as appropriate |
| 4. Implement disciplinary and termination guidelines | <ul style="list-style-type: none"> 4.1 The need for intervention is monitored from organisation and individual responses to work-related activity 4.2 Requests for intervention are considered and responded to in a fair and equitable manner within agreed guidelines 4.3 Details of decisions and actions taken are fully documented 4.4 Disciplinary and/or termination interviews are conducted in an appropriate manner with a constructive approach in accordance with organisation's policy and relevant legislation 4.5 The interests of the company and the individual are protected within required and agreed guidelines and relevant legislation 4.6 All other relevant parties are involved and/or advised promptly of actions taken |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	1
Using technology	1

RANGE STATEMENT

- Organisation**
- includes all forms of business, both public and private.
- Performance assessment**
- can be formal or informal.
- Rewards systems**
- may include pay bonuses, time off, organisation recognition awards.
- Disciplinary guidelines**
- may include formal processes under required legislation.
- Counselling**
- may include employee discussions, organised and formal interviews, at the request of employer or employee.
- Relevant legislation**
- (Federal, State and local) and industry codes of practice cover areas including OHS, public health, environmental, industrial, consumer protection, trade practices, equal opportunity, anti-discrimination, freedom of information, industry codes of conduct, relevant Australian standards, contracts.

EVIDENCE GUIDE

- Critical aspects**
- Demonstrated ability to assess staff performance fairly and equitably, to identify counselling needs and to satisfy those needs in a supportive manner.
 - Evidence is best gathered through an holistic assessment activity, which integrates the elements of competency.

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.
- Evidence of competency is best obtained by review of at least two different staff review activities under normal industry operating conditions. If this is not practicable, observations in realistic simulated environments may be substituted.

Resources required for assessment include:

- a real or simulated environment
- organisation policies and guidelines
- access to relevant personnel
- relevant legal and industry codes
- 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.

Consistency in performance

- In order to ensure consistency of performance, evidence is to be collected from a range of situations over a period of time.

Interdependent assessment of units

- This unit may be assessed with unit PRDSIS25A Lead and Supervise Teams

Underpinning knowledge

- Employment assessment systems
- Counselling techniques
- EEO, anti-discrimination, freedom of information legislation as they apply to performance assessment and counselling
- Industrial terms and conditions
- Employer and employee rights
- Mediation

Underpinning skills

- Written and verbal communications
- Negotiation
- Decision making
- Report writing
- Basic word processing

PR SIR37A**Unit Descriptor****Develop and implement a human resource plan**

Covers determining human resource requirements, preparing a human resource plan, managing industrial relations and ensuring compliance with equal opportunity and other legislation.

This is a customised version of a competency unit endorsed in PRS98 Asset Security Training Package and the title and national code of that source unit have been retained. This customised unit is not available on the NTIS, which will only reflect the original version.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine the human resource requirements of the organisation | 1.1 The number, type, competencies and working patterns of staff required for the organisation to achieve its current and future business objectives are determined in accordance with organisation's guidelines
1.2 The existing skills capability of the organisation is established through suitable review processes
1.3 Analysis of business, economic and social environment identifies external influences on the availability of suitable staff |
| 2. Prepare a human resource plan | 2.1 Human resources plan is prepared based on an analysis of the organisation's needs, external influences and statutory requirements |
| 3. Recruit staff | 3.1 Job specification identifies and describes the work to be performed and the range of conditions under which the performance of the work may occur
3.2 The profile of the type of person required to meet the job specification meets organisation's requirements and has regard to equal opportunity regulations and occupational health and safety regulations
3.3 Sources of available, suitably qualified persons are identified and actions necessary to access these sources are taken
3.4 Interviews, assessments and selection processes for applicants follow agreed organisation's guidelines and have due regard to guidelines on equal employment opportunity and anti-discrimination legislation
3.5 Contracts of employment are in accordance with sound industrial and employee relations principles following negotiation with new employees |

PR SIR37A Develop and implement a human resource plan

- | | |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Manage industrial relations issues | 4.1 Industrial relations policies and guidelines are developed which reflect the structure of the organisation and the implications of industrial issues on organisational efficiency, productivity and work practices
4.2 Induction of employees includes education in the rights and obligations of staff under contractual arrangements, relevant industrial agreements, and awards and related regulations on industrial matters
4.3 Workplace issues impacting on employer-employee relations are recognised and dealt with efficiently, effectively, in a timely manner and in a way that protects the rights of the parties and reflects the needs of the organisation |
| 5. Develop and implement equal employment opportunity policy | 5.1 Organisation's policy on EEO is relevant to the organisation and as required by EEO regulations and anti-discrimination legislation |
| 6. Ensure the adoption of safe working practices | 6.1 Policy on safe working practices relevant to the organisation satisfies relevant occupational health and safety regulations
6.2 Staff understand the relevant occupational health and safety policies of the organisation
6.3 Checks that staff use safe work practices enable action to be taken to rectify deficiencies
6.4 Counselling for staff found not to be adopting safe work practices is conducted sensitively and effectively
6.5 Occupational health and safety records are maintained in accordance with statutory regulations and organisation's policy |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	1
Using technology	1

RANGE STATEMENT**Human resource plan components**

- may include required staffing numbers, competency requirements, existing skills capability, restructuring options, recruitment requirements, training needs, staff appraisal arrangements, remuneration policies, leave entitlements, OHS and EEO policies, ethics.

Statutory requirements

- may include industrial relations requirements, equal employment opportunity regulations, OHS regulations, and anti-discrimination legislation.

EVIDENCE GUIDE**Critical aspects**

- Demonstrated ability to assess the human resource needs of an organisation, having regard to strategic directions and business operations.
- Evidence is best gathered through an holistic assessment activity which integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- organisation strategic and business plan
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal, statutory and industry documentation

Underpinning knowledge

- Relevant industrial relations legislation
- Components of a human resource plan
- Relevant industrial awards or agreements
- Relevant industrial relations laws
- Human resource planning processes
- Industry codes of practice and codes of ethics
- Quality assurance guidelines
- Remuneration policy
- Leave entitlements
- Training methods and policies
- Relevant OHS regulations
- Relevant legislative and statutory reporting requirements
- Recruitment guidelines
- Industrial arbitration guidelines
- Counselling guidelines
- Superannuation regulations
- Employment contract policies
- Assessment methods and policies
- EEO policies
- Dispute settling guidelines

Underpinning skills

- Planning and organising activities
- Interpersonal
- Verbal and written communication
- Decision making
- Negotiation and consultation
- Maintaining records or spatial database and filing
- Counselling
- Guidance and leadership
- Analytical and problem solving
- Participating in meetings
- Supervising
- Recruiting
- Computer skills including word processing and spatial database management

PR SIR38A**Unit Descriptor****Maintain occupational health and safety**

This unit deals with recognising potential health and safety risks and the guidelines and action needed to eliminate or minimise those risks, and applies to all employees. This unit equates to Worksafe Australia Generic Competency A (1994).

This is a customised version of a competency unit endorsed in PRS98 Asset Security Training Package and the title and national code of that source unit have been retained. This customised unit is not available on the NTIS, which will only reflect the original version.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify OHS risks | <ul style="list-style-type: none"> 1.1 Potential hazards and identified hazards are recognised 1.2 Hazards and potential hazards are immediately rectified where possible and/or temporary action instigated to minimise risk until a permanent fix is in place 1.3 Identified and potential hazards to health and safety are recorded and reported according to organisation's guidelines and assignment instructions 1.4 Duties undertaken and guidelines used comply with employer/client health and safety codes of practice, and relevant Occupational Health and Safety Acts and regulations 1.5 Personal safety equipment and special clothing are correctly used and maintained |
| 2. Contribute to the on-going development of the organisation's OHS guidelines | <ul style="list-style-type: none"> 2.1 Issues which may improve or enhance organisation's and/or site OHS are noted and communicated to appropriate client/employer representative 2.2 Client/employer request for contribution to OHS matters clarified when necessary and actioned 2.3 Contributions made within scope of responsibilities, competence and employer guidelines |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	1
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT

- Risks**
- include all risks internal and external to premises under officer's responsibilities and/or risk to officer's own health and safety.
- OHS acts and regulations**
- are those set out in Federal, State or Territory legislation.
- Hazards**
- are dangerous conditions, either potential or inherent, which can interrupt or interfere with progress of a work activity.
- Hazards**
- and potential hazards may be identified at any other time.
- Hazards and potential hazards may include:**
- exposure to toxic substances
 - risk of infectious diseases
 - decontamination re field infection
 - bodily fluids and weapon wounds
 - non-compliance with safety requirements
 - biological contagion
 - equipment failure
 - vehicles
 - firearms
 - weather
 - confined spaces
- Equipment**
- may include gloves, protective clothing/shoes, hard hats, safety glasses, hearing protection, sunscreen.

EVIDENCE GUIDE

- Critical aspects**
- It is essential that competence be demonstrated in maintaining occupational health and safety including:
 - capacity to detect and respond to a variety of hazards and potential hazards
 - capacity to adhere to assignment instructions regarding specific hazards
 - correctly completed and maintained:
 - site log or notification sheet
 - housekeeping log (equipment)
 - verbal or written submissions/proposals outlining potential hazards
 - Evidence is best gathered through an holistic assessment activity, which integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- organisation policies and guidelines
- relevant legal and statutory documentation

Consistency in performance

- In order to ensure consistency of performance, it is suggested that evidence be collected from a range of situations over a period of time.

Underpinning knowledge

- Hierarchy of eliminating or controlling risks
- Role and responsibilities of workplace health and safety delegate
- Employer/client policies and guidelines
- The use of personal safety equipment and special clothing
- Availability and contact numbers of emergency services
- Employee responsibilities and obligations
- Legal health and safety ramifications
- Relevant OHS acts and regulations

Underpinning skills

- Labelling and storage of hazardous substances
- The use of personal safety equipment and special clothing

PR SIR39A**Manage occupational health and safety in the workplace****Unit Descriptor**

This unit deals with a supervisor's responsibility for implementing and monitoring OHS guidelines in the workplace. This unit equates to Worksafe Australia Generic Competency unit B (July 1994).

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide information to the work group about OHS | <ul style="list-style-type: none"> 1.1 Relevant provisions of occupational health and safety legislation and codes of practice are accurately and clearly explained to the work group 1.2 Information on the organisation's occupational health and safety policies, guidelines and programs is provided in a readily accessible manner and is accurately and clearly explained to the work group 1.3 Information about identified hazards and the outcomes of risk assessment and risk control guidelines is regularly provided and is accurately and clearly explained to the work group |
| 2. Manage the implementation of OHS | <ul style="list-style-type: none"> 2.1 Organisational guidelines for consultation over occupational health and safety issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute 2.2 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution in accordance with workplace guidelines for issue resolution 2.3 The outcomes of consultation over occupational health and safety issues are made known to the work group promptly 2.4 Existing and potential hazards in the work area are identified and reported so that risk assessment and control guidelines can be applied. 2.5 Risk control measures are implemented and monitored and results reported regularly in accordance with workplace guidelines 2.6 Inadequacies in existing risk control measures are identified and reported to designated personnel 2.7 Workplace guidelines for dealing with hazardous events are implemented whenever necessary to ensure that prompt control action is taken 2.8 Hazardous events are investigated to identify their cause in accordance with investigation guidelines |
| 3. Implement guidelines for providing OHS training | <ul style="list-style-type: none"> 3.1 Occupational health and safety training needs are identified accurately, specifying gaps between occupational health and safety competencies required and those held by work group members 3.2 Arrangements are made for fulfilling identified occupational health and safety training needs in both on and off-the-job training programs in consultation with relevant parties |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

Relevant occupational health and safety practice

- includes common law duty of care, Federal and State legislation, organisation policy and practices.

Hazardous events

- include accidents, fires and emergencies such as chemical spills or bomb scares. Guidelines for dealing with them include evacuation, chemical containment and first aid guidelines.

OHS guidelines and practices

- are to be applied as part of accepted or normal/routine workplace guidelines for all of the organisation's activities.

Implementation of the supervisor's OHS responsibilities include

- inspection of work sites
- housekeeping
- consultation process (either general or specific to occupational health and safety)
- training and assessment
- specific hazard policies and guidelines
- occupational health and safety information
- occupational health and safety record-keeping
- maintenance of plant equipment
- purchasing of supplies and equipment

EVIDENCE GUIDE

Critical aspects

- It is essential that competence be demonstrated in ensuring workplace guidelines for dealing with hazardous events are implemented including:
 - ability to identify hazards
 - capacity to identify OHS training needs of employees
 - capacity to develop reports on OHS matters and present them to higher management
 - demonstrated ability to identify the organisation's obligations in respect of OHS, duty of care and implementing requirements
- Evidence is best gathered through an holistic assessment activity that integrates the elements of competency.

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.

Resources required for assessment include:

- a real or simulated environment
- access to staff
- organisation policies and guidelines
- access to relevant personnel
- relevant legal and statutory documentation

Underpinning knowledge

- Guidelines when a hazard in the workplace is identified
- Responsibilities of supervisors and all employees with respect to the relevant OHS act
- Employer and client OHS policies and guidelines
- Hierarchy of controls
- Relevant OHS regulations and acts
- Availability and contact numbers of emergency services
- Employee obligations and responsibilities
- Legal health and safety ramifications
- Guidelines for implementing accident investigation
- Accident reporting guidelines
- Job design and workplace layout

Underpinning skills

- Report writing
- Implementing safety awareness programs
- Oral and written communication
- Identifying hazards
- Decision making



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