



Australian Government  
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**Fitness Industry Training Package**  
Volume IV of V  
**SRF04**

# Fitness Industry Training Package SRF04

## Volume IV of V



Volume  
IV of V



Version Number: 2.0  
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# **SRF04 FITNESS TRAINING PACKAGE**

## **VOLUME 4**

To be reviewed by 30 September 2007

The contents of this volume refer only to the endorsed components of SRF04 Fitness Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole. Please refer to the following page for details of other volumes in this Training Package.

This volume contains:  
**Generic Units of Competency**

Associated Fitness Training Package volumes contain:  
**Volume 1 Qualifications Framework, Assessment Guidelines, Competency Standards and Mapping Tables**  
**Volume 2 Generic Units of Competency**  
**Volume 3 Generic Units of Competency**  
**Volume 5 Fitness Specific Units of Competency**

## SRF04 Fitness Training Package

This Training Package has been produced on behalf of the national training system. It was funded under National Programmes administered by the Australian National Training Authority until 25 August 2005 and subsequently by the Commonwealth of Australia from that date.

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## Content of SRF04 Fitness Training Package

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|--|--|---|
| <b>Volume 1</b><br>Competency Standards<br>Assessment Guidelines<br>Qualifications Framework<br>Mapping Tables | <b>Volume 2</b><br>Generic Units of Competency | <b>Volume 3</b><br>Generic Units of Competency          |
|  | <b>Volume 4</b><br>Generic Units of Competency | <b>Volume 5</b><br>Fitness Specific Units of Competency |



## SUMMARY OF AQF QUALIFICATIONS IN SRF04 FITNESS TRAINING PACKAGE

| Code     | Title                                    |
|----------|--|
| SRO10106 | Certificate I in Sport and Recreation    |
| SRO20106 | Certificate II in Sport and Recreation   |
| SRO30106 | Certificate III in Sport and Recreation  |
| SRF30206 | Certificate III in Fitness               |
| SRO40106 | Certificate IV in Sport and Recreation   |
| SRF40206 | Certificate IV in Fitness                |
| SRO50106 | Diploma of Sport and Recreation          |
| SRO50406 | Diploma of Facility Management           |
| SRF50206 | Diploma of Fitness                       |
| THT50203 | Diploma of Event Management              |
| SRO60106 | Advanced Diploma of Sport and Recreation |

## SUMMARY MAPPING OF SRF04 FITNESS TRAINING PACKAGE TO SRF01 NATIONAL FITNESS INDUSTRY TRAINING PACKAGE

| Code     | Relate to              | Nature of relationship  |
|----------|------------------------|---|
| -        | Removed SRF20201       | Transferred fitness specific units of competency to SRC20204 Certificate II in Community Recreation |
| SRF30206 | Replaces SRF30201      | Change in unit content and packaging of units   |
| SRF40206 | Replaces SRF40201      | Change in unit content and packaging of units   |
| SRF50206 | New qualification      | Not applicable  |
| SRO10106 | Replaces SRO10199      | Change in unit content and packaging of units   |
| SRO20106 | Replaces SRO20199      | Change in unit content and packaging of units   |
| SRO30106 | Replaces SRO30199      | Change in unit content and packaging of units   |
| SRO40106 | Replaces SRO40199      | Change in unit content and packaging of units   |
| SRO50106 | Replaces SRO50199      | Change in unit content and packaging of units   |
| SRO50406 | New qualification      | Not applicable  |
| SRO60106 | Replaces SRO60199      | Change in unit content and packaging of units   |
| THT50203 | Imported qualification | Not applicable  |

## IMPORTANT

Training Packages are living documents. Changes are periodically made to reflect the latest industry practices.

As a user of the Training Package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:

- Checking the version identifier code of the version you currently have (located on the imprint page, just below the copyright statement)
- Accessing the Australian Training Products website and comparing the version identifier. This information is displayed in the sample of the Training Package
- Where the Australian Training Products website shows a different version, the Modification History, again shown on the Australian Training Products website in the Training Package sample, will display the changes made in all versions.

Australian Training Products website for version comparison: <http://www.atpl.net.au>

The Modification History is also visible on the website of the developer of the Training Package: <http://www.insportandrecreation.net>

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which displays only current information: <http://www.ntis.gov.au>

### MODIFICATION HISTORY

**Please refer to the National Training Information Service for the latest version of units of competency and qualification information (<http://www.ntis.gov.au>).**

| Training Package | Version | Release Date      | Authorisation | Comments   |
|------------------|---------|-------------------|---------------|--|
| SRF04            | 2       | 13 September 2006 | NQC           | - Repackaging of ALL SRF qualifications. Core BSB and ICAITU units moved to the elective stream, where appropriate<br>- Inclusion of the Units of Competency from TAA04 to replace the BSZ98 Training and Assessment units |
| SRF04            | 1       | 24 September 2004 | NTQC          | Primary release  |
| SRF01            | 1.00    | 17 January 2001   | NTQC          | Primary release  |



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**MARKETING**



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|            |                     |
|------------|---------------------|
| BSBMKG301A | RESEARCH THE MARKET |
|            |                     |
| MKT        | Marketing           |

**DESCRIPTION: This unit covers collection and presentation of data on the internal and external business environment.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Collect and present information on the internal business environment</b> | 1.1 Core activities, customer base, business values and current business direction are confirmed<br>1.2 Information on current <b>marketing</b> performance and the effectiveness of past marketing or positioning is identified and summarised<br>1.3 <b>Internal planning documents</b> are accessed and strengths, weaknesses and critical success factors for the business identified<br>1.4 Current <b>capabilities and resources</b> are identified and recorded<br>1.5 Under-performing products or services are identified and reasons for under-performance documented in accordance with organisational requirements   |
| <b>2 Collect and present information on the external business environment</b> | 2.1 Information on expected market growth or decline and associated risk factors is identified and organised in accordance with organisational requirements<br>2.2 Projected changes in population, economic activity and the labour force that may affect the business are identified<br>2.3 Movements in prices and projected changes in availability of resources are identified and recorded<br>2.4 <b>Trends and developments</b> are reviewed and their potential impact on the business identified<br>2.5 <b>Comparative market information</b> is gathered from <b>primary and secondary sources</b> and presented in accordance with organisational requirements<br>2.6 The <b>legal, ethical and environmental constraints</b> of the market and their effect on the business are identified |
| <b>3 Investigate new or emerging factors in the market</b>                    | 3.1 <b>Sources of intelligence</b> are identified and tapped for advance warning of new products/services/technology or new markets for the business<br>3.2 New and emerging issues are recorded and reported in accordance with organisational requirements   |
| <b>4 Record market data</b>   | 4.1 Information is checked for accuracy, and to ensure it meets organisational requirements<br>4.2 Information is recorded within specified time frames and in accordance with organisational procedures<br>4.3 Confidentiality and privacy procedures are followed in accordance with organisational requirements   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>                       |
| <b>Marketing</b>   | may include <ul style="list-style-type: none"> <li>• marketing of goods</li> <li>• services marketing</li> <li>• ideas marketing</li> <li>• public sector marketing</li> <li>• direct marketing</li> <li>• telemarketing</li> <li>• business-to-business marketing</li> </ul>  |
| <b>Internal planning documents</b>   | may include <ul style="list-style-type: none"> <li>• strategic business plan</li> <li>• marketing plans</li> <li>• operational plans</li> <li>• information on               <ul style="list-style-type: none"> <li>○ share</li> <li>○ penetration</li> <li>○ coverage</li> <li>○ sales</li> <li>○ profitability</li> <li>○ production time and cost</li> <li>○ faults</li> <li>○ warranties</li> <li>○ accidents</li> <li>○ complaints</li> </ul> </li> </ul> |
| <b>Capabilities and resources</b>  | may include <ul style="list-style-type: none"> <li>• situational factors such as               <ul style="list-style-type: none"> <li>○ location/position</li> <li>○ transport distribution channels</li> <li>○ 24-hour operation</li> <li>○ communications</li> <li>○ level of technology</li> <li>○ age and life of business equipment</li> <li>○ industrial relations climate</li> </ul> </li> </ul>  |

|                                       |  |
|---------------------------------------|--|
|                                       | <ul style="list-style-type: none"> <li>• competency of staff relative to business needs</li> <li>• capacity of equipment relative to current output</li> <li>• human and financial resources</li> <li>• intangibles such as <ul style="list-style-type: none"> <li>○ service</li> <li>○ brand</li> <li>○ image</li> <li>○ style</li> <li>○ perceived quality or value</li> <li>○ social acceptability</li> <li>○ 'feel good' factor</li> </ul> </li> </ul>   |
| <b>Trends and developments</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• economic trends <ul style="list-style-type: none"> <li>○ local</li> <li>○ regional</li> <li>○ national</li> <li>○ international</li> </ul> </li> <li>• ecological/environmental trends</li> <li>• Government activities, eg, interest rates, deregulation</li> <li>• social and cultural factors</li> <li>• demographic trends</li> <li>• changes in technology</li> <li>• industrial trends</li> </ul>  |
| <b>Comparative market information</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• best practice information</li> <li>• international benchmarking</li> <li>• inter-firm comparison data</li> </ul>   |
| <b>Primary sources</b>                | <p>may include</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• interviews <ul style="list-style-type: none"> <li>○ face-to-face</li> <li>○ telephone</li> </ul> </li> <li>• surveys</li> <li>• samples</li> <li>• questionnaires</li> <li>• panel research</li> <li>• group interviews</li> <li>• retail audits, eg, to determine brand share</li> <li>• attitude surveys</li> <li>• specialised research</li> <li>• experiments or market testing on a segment of the market</li> </ul> |
| <b>Secondary sources</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• internal company sources, such as <ul style="list-style-type: none"> <li>○ sales or distribution figures</li> <li>○ financial information</li> <li>○ cost analyses</li> </ul> </li> <li>• external sources, such as</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ published government statistics</li> <li>○ polls published by advertising and media companies</li> <li>○ chambers of commerce data</li> <li>○ university databases</li> <li>○ data held by research organisations</li> </ul>   |
| <b>Legal and ethical constraints</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>● legislation, eg, Trade Practices Act</li> <li>● regulations</li> <li>● codes of practice</li> <li>● ethical principles</li> <li>● policies and guidelines</li> <li>● society's expectations</li> <li>● cultural expectations and influences</li> <li>● social responsibilities, eg, protection of children, environmental issues</li> </ul>   |
| <b>Sources of intelligence</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>● current affairs</li> <li>● peers</li> <li>● databases</li> <li>● internet</li> <li>● government agencies</li> <li>● official statistics</li> <li>● business advisory services</li> <li>● professional/trade associations</li> <li>● financial institutions</li> <li>● national and international publications</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>● industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>● significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>● large volunteer base</li> <li>● high turnover of volunteers</li> <li>● high levels of part time and casual employment</li> <li>● irregular working hours</li> <li>● relatively few professional positions</li> <li>● workforce employed mostly in operational positions</li> <li>● mainly small business or self-employed personnel</li> <li>● slow to take up technology</li> <li>● over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>● significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in researching the market</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ reference and source information</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG302A Identify marketing opportunities</li> <li>○ BSBMKG303A Draft an elementary marketing audit report</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Understanding of organisation's business structure, products and services</li> <li>○ Data collection tools and methodology</li> <li>○ Recording and reporting requirements</li> <li>○ Legal and ethical requirements</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify relevant information, to write reports and to record internal and external information</li> <li>○ Communication including questioning, clarifying, reporting</li> <li>○ Research skills</li> <li>○ Analytical skills to identify trends and position of products and services</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for</i></li> </ul> </li> </ul>   |

|                                   | <i>Registered Training Organisations</i>  |
|-----------------------------------|---|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - On the internal and external business environment</li> <li>• <b>Communicating ideas and information</b> - Through records and reports</li> <li>• <b>Planning and organising activities</b> - To gather data from a range of sources</li> <li>• <b>Working with teams and others</b> - To collect internal business data</li> <li>• <b>Using mathematical ideas and techniques</b> - For data presentation</li> <li>• <b>Solving problems</b> - To identify new and emerging issues</li> <li>• <b>Using technology</b> - To record data as required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                  |
|------------|----------------------------------|
| BSBMKG302A | IDENTIFY MARKETING OPPORTUNITIES |
|            |                                  |
| MKT        | Marketing                        |

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

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

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Business information</b>  | may include <ul style="list-style-type: none"> <li>• customer requirements</li> <li>• sales figures</li> <li>• profitability</li> <li>• market share</li> <li>• competitors' performance</li> </ul>   |
| <b>Capabilities and resources</b>  | may include <ul style="list-style-type: none"> <li>• situational factors such as               <ul style="list-style-type: none"> <li>○ location/position</li> <li>○ transport distribution channels</li> <li>○ 24 hour operation</li> <li>○ communications</li> <li>○ level of technology</li> <li>○ age and life of business equipment</li> <li>○ industrial relations climate</li> </ul> </li> <li>• competency of staff relative to business needs</li> <li>• capacity of equipment relative to current output</li> <li>• human and financial resources</li> <li>• intangibles such as               <ul style="list-style-type: none"> <li>○ service</li> <li>○ brand</li> <li>○ image</li> <li>○ style</li> <li>○ perceived quality or value</li> <li>○ social acceptability</li> <li>○ 'feel good' factor</li> </ul> </li> </ul> |

|  |   |
|--|---|
| <b>Legal and ethical requirements</b>    | <p>may include</p> <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act and Occupational Health and Safety legislation</li> <li>• regulations</li> <li>• codes of practice</li> <li>• ethical principles</li> <li>• policies and guidelines</li> <li>• society's expectations</li> <li>• cultural expectations and influences</li> <li>• social responsibilities, eg, protection of children, environmental issues</li> </ul>  |
| <b>New and emerging markets</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• segment of the market not currently penetrated</li> <li>• export market</li> <li>• e-commerce</li> </ul>  |
| <b>Marketing</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• marketing of goods</li> <li>• services marketing</li> <li>• ideas marketing</li> <li>• public sector marketing</li> <li>• direct marketing</li> <li>• telemarketing</li> <li>• business-to-business marketing</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

**Evidence Guide**

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in identifying market opportunities</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ rationale identification of marketing opportunities and their degree of fit with the business and its marketing plan</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG301A Research the market</li> <li>○ BSBMKG303A Draft an elementary marketing audit report</li> <li>○ BSBMKG501A Evaluate marketing opportunities</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Sources of business and market information</li> <li>○ Research methodology</li> <li>○ Legal and ethical requirements</li> <li>○ Understanding the organisation's business structure, products and services</li> <li>○ Understanding of the organisation's business and marketing plan</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify business and market information, and to write reports</li> <li>○ Communication including questioning, clarifying, reporting</li> <li>○ Research skills</li> <li>○ Analytical skills to identify trends and position of products and services</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>○ Occupational Health and Safety</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |



| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 1                               | 1                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To confirm the needs of the business and the market</li> <li>• <b>Communicating ideas and information</b> - To present a range of marketing opportunities</li> <li>• <b>Planning and organising activities</b> - To source information on the business and the market</li> <li>• <b>Working with teams and others</b> - To gather information and present results</li> <li>• <b>Using mathematical ideas and techniques</b> - To gather data</li> <li>• <b>Solving problems</b> - To identify new and emerging markets</li> <li>• <b>Using technology</b> - To record information as required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| BSBMKG303A | DRAFT AN ELEMENTARY MARKETING AUDIT REPORT |
|            |  |
| MKT        | Marketing                                  |

**DESCRIPTION: This unit covers preparation and development of an elementary marketing audit report for use in the preparation of a marketing plan.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Prepare for a marketing audit</b>              | <p>1.1 The main purposes of the <i>marketing audit</i> are identified in accordance with organisational requirements</p> <p>1.2 The scope of the marketing audit and the audit methodology are determined in accordance with organisational requirements</p> <p>1.3 Appropriate times when a marketing audit should be undertaken are determined in accordance with organisational requirements</p> <p>1.4 The likely participants in the carrying out of a marketing audit are identified</p>   |
| <b>2 Identify the form of a marketing audit</b>     | <p>2.1 The main <i>characteristics of a marketing audit</i> are identified in terms of their relevance to the task at hand</p> <p>2.2 The main elements to be included in the marketing audit format are identified in accordance with organisational requirements</p> <p>2.3 The various forms of a marketing audit are identified and those that best meet the requirements of the marketing plan are selected in accordance with organisational requirements</p>  |
| <b>3 Conduct an external marketing audit</b>        | <p>3.1 <i>Criteria to use in the external marketing audit</i> are identified in accordance with organisational requirements</p> <p>3.2 <i>External environmental factors</i> are identified and described in qualitative and quantitative terms which meet the requirements of the audit process</p> <p>3.3 The technological factors relating to the business are identified and described in qualitative and quantitative terms which meet the requirements of the audit process</p> <p>3.4 The market characteristics of the business are identified and described in qualitative and quantitative terms which meet the requirements of the audit process</p> <p>3.5 The competitive factors affecting the business are identified and described in qualitative and quantitative terms which meet the requirements of the audit process</p> |
| <b>4 Conduct an internal marketing (self) audit</b> | <p>4.1 <i>Criteria to use in the internal marketing audit</i> are identified in accordance with organisational requirements</p> <p>4.2 The marketing organisation including its formal structure, its functional efficiency and its internal interface within the organisation is described in accordance with organisational and audit requirements</p> <p>4.3 The marketing systems including the marketing information, planning, control and product/service/idea systems of the organisation are described in accordance with organisational and audit requirements</p> <p>4.4 The marketing productivity of the organisation including its profitability and its cost-effectiveness is identified and the results recorded in accordance with organisational and audit requirements</p>  |

|   |  |
|---|--|
| <b>5 Prepare a draft marketing audit report</b> | <ul style="list-style-type: none"><li>5.1 A marketing audit report is written in accordance with organisational requirements</li><li>5.2 The marketing audit report meets the reporting requirements of the form/s of marketing audit selected</li><li>5.3 The marketing audit report meets the requirements of the marketing plan</li></ul> |
|---|--|

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>award and enterprise agreements and relevant industrial instruments</li> <li>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</li> <li>relevant industry codes of practice</li> </ul>   |
| <b>A marketing audit report</b>  | <p>is</p> <ul style="list-style-type: none"> <li>a comprehensive description of the organisation's operations that forms part of the marketing planning and management audit of the organisation</li> </ul>   |
| <b>Characteristics of a marketing audit</b>                                | <p>may include</p> <ul style="list-style-type: none"> <li>a comprehensive description of all major marketing activities of the organisation</li> <li>an orderly sequence covering the organisation's macro and micro-environmental factors</li> <li>the various forms that ensure the Marketing Audit is conducted in an objective and independent manner</li> <li>periodic forms of audit</li> </ul>   |
| <b>Criteria to use in an external marketing audit</b>                      | <p>may include</p> <ul style="list-style-type: none"> <li>consumer needs</li> <li>product/service usage</li> <li>demographics</li> <li>material shortages</li> <li>unemployment</li> <li>interest rates and cost of capital</li> <li>credit availability</li> <li>forecast trends of size, growth, age, income, and regional distribution of population as they effect the organisation</li> <li>social and cultural factors</li> <li>business and competitor characteristics</li> <li>the general effects that changes in the law and politics may have on the organisation</li> <li>the influence of technology on the operations and substitution of products and services on the organisation's business</li> </ul> |
| <b>External environmental factors</b>                                      | <p>may include</p> <ul style="list-style-type: none"> <li>general economic and demographic environmental factors</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• business environmental factors</li> <li>• political, fiscal and legal environmental factors</li> <li>• social and cultural environmental factors</li> </ul>  |
| <b>Criteria to use in an internal marketing audit</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• industry sources</li> <li>• existing research data and marketing information systems</li> <li>• organisation structures</li> <li>• internal data such as sales, promotions and product/service development</li> <li>• supply chain management and logistics</li> </ul>  |
| <b>The sport and recreation industry</b>              | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in drafting an elementary marketing audit report</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate knowledge of the definition and purposes of a marketing audit</li> <li>○ demonstrate knowledge of criteria to use in external and internal marketing analysis</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG301A Research the market</li> <li>○ BSBMKG302A Identify marketing opportunities</li> <li>○ BSBMKG404A Forecast market and business needs</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business and marketing plan</li> <li>○ Data collection techniques</li> <li>○ Marketing audit forms</li> <li>○ The elements of marketing planning</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify relevant information, to write reports and to collect internal and external information</li> <li>○ Communication including questioning, clarifying and reporting</li> <li>○ Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements of the marketing plan</li> <li>○ Research skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ access to appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>relevant area</p> <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualification Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 1                          | 1                           | 2                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To record marketing information</li> <li>• <b>Communicating ideas and information</b> - To check the accuracy of information</li> <li>• <b>Planning and organising activities</b> - To prepare the report within the required timeframe</li> <li>• <b>Working with teams and others</b> - To gather and verify information</li> <li>• <b>Using mathematical ideas and techniques</b> - For data checking and cross-referencing</li> <li>• <b>Solving problems</b> - To meet timelines and organisational requirements</li> <li>• <b>Using technology</b> - To record and check information if required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                    |
|------------|--------------------|
| BSBMKG401A | PROFILE THE MARKET |
|            |                    |
| MKT        | Marketing          |

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

| ELEMENT                                    | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Segment the market</b>                | 1.1 <b>Criteria</b> to use in segmenting the market are identified in accordance with the marketing plan<br>1.2 <b>Sources of information for segmenting and profiling markets</b> are identified and accessed in accordance with the marketing plan<br>1.3 The market is segmented in accordance with the selected criteria<br>1.4 Market segments are reviewed for their usefulness in terms of size, potential, distinctive needs, easy identification of members, and/or distinctive media use patterns<br>1.5 Market segment/s are selected to meet the requirements of the marketing plan, or new segmentation criteria are chosen and applied |
| <b>2 Identify the target market</b>        | 2.1 <b>Approach/es</b> to determining and describing the total market for a product or service are evaluated and chosen<br>2.2 The target market is defined in terms of the consumers to be included as prospective users of a product or service, and in terms of the selected market segment/s<br>2.3 Descriptions of the target market use segment descriptors<br>2.4 Available marketing strategic options are identified and the <b>targeting strategy</b> that best meets the requirements of the marketing plan is selected   |
| <b>3 Profile target audience</b>           | 3.1 The total market and the selected market segment/s are described in the form of a consumer profile<br>3.2 The consumer profile identifies <b>consumer</b> characteristics in <b>standard statistical terms</b> and/or the descriptive <b>terms</b> used in media selection<br>3.3 <b>Demographic</b> and/or <b>psychographic</b> descriptions are used in the consumer profile in accordance with the requirements of the marketing plan<br>3.4 The profile meets organisational requirements in terms of language, format, content and level of detail  |
| <b>4 Developing a positioning strategy</b> | 4.1 Available <b>positioning strategies</b> are identified and a strategy is chosen to meet <b>marketing</b> requirements and the consumer profile<br>4.2 A positioning implementation plan is written in accordance with organisational requirements  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Market segmentation</b>   | <p>is</p> <ul style="list-style-type: none"> <li>• the process of dividing a market into consumer subgroups, each of which has different needs</li> </ul>   |
| <b>Criteria to use in market segmentation</b>                              | <p>may include</p> <ul style="list-style-type: none"> <li>• consumer needs</li> <li>• benefits desired</li> <li>• product/service usage</li> <li>• attitude</li> <li>• demographics</li> <li>• lifestyle</li> <li>• social and cultural factors</li> <li>• business characteristics</li> </ul>  |
| <b>Sources of information for segmenting and profiling markets</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• industry sources</li> <li>• existing research data</li> <li>• original a priori research, eg, where the market segments are assumed at the beginning and research is used to confirm them</li> <li>• original response based research</li> </ul>  |
| <b>Approaches to determining the total market</b>                          | <p>may include</p> <ul style="list-style-type: none"> <li>• identifying consumers with relevant needs</li> <li>• identifying current users of a product or service</li> <li>• identifying people with related characteristics</li> </ul>  |

|  |  |
|--|--|
| <b>Targeting strategies</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>• price sensitivity</li> <li>• sales volume</li> <li>• market share</li> <li>• purchasing power</li> <li>• ease of entry</li> <li>• growth considerations</li> <li>• differentiation and segmentation</li> <li>• niche markets</li> <li>• concentrated, differentiated and mass strategies</li> </ul>                                    |
| <b>Consumers</b>                       | <p>may include</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• businesses</li> <li>• households</li> </ul>   |
| <b>Standard statistical terms</b>      | <p>are those</p> <ul style="list-style-type: none"> <li>• categories used by the Australian Bureau of statistics in collecting and reporting census data</li> </ul>  |
| <b>Terms used to describe segments</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• demographics <ul style="list-style-type: none"> <li>○ age</li> <li>○ sex</li> <li>○ education</li> <li>○ marital status</li> <li>○ occupation</li> <li>○ nationality</li> <li>○ first language</li> <li>○ children</li> <li>○ income</li> </ul> </li> </ul>  |
| <b>Demographic descriptions</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• date and place of birth</li> <li>• sex</li> <li>• nationality</li> <li>• indigenous Australian</li> <li>• education</li> <li>• occupation</li> <li>• marital status</li> <li>• first language</li> <li>• other languages spoken at home</li> <li>• number and age of children</li> <li>• income level</li> <li>• disability</li> </ul> |
| <b>Psychographic descriptions</b>      | <p>may include</p>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• activities</li> <li>• interests</li> <li>• opinions</li> <li>• values</li> <li>• attitudes</li> <li>• lifestyle</li> </ul>   |
| <b>Positioning strategies</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>• image perceptions</li> <li>• prestige and exclusive positioning</li> <li>• conspicuous positioning</li> <li>• service positioning</li> <li>• value positioning</li> <li>• market leader positions</li> <li>• market follower positions</li> <li>• Me-Too positioning</li> <li>• repositioning</li> <li>• competitive positioning</li> </ul>   |
| <b>Marketing</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• marketing of goods</li> <li>• services marketing</li> <li>• ideas marketing</li> <li>• public sector marketing</li> <li>• direct marketing</li> <li>• telemarketing</li> <li>• business-to-business marketing</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in profile the market</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ profile, contains rationale and supporting information</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG402A Analyse consumer behaviour for specific markets</li> <li>○ BSBMKG403A Analyse market data</li> <li>○ BSBMKG404A Forecast market and business needs</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business structure, products and services</li> <li>○ Organisation's business and marketing plan</li> <li>○ Product and service standards and best practice models</li> <li>○ Data collection and analysing techniques</li> <li>○ Market mix</li> <li>○ The elements of marketing planning</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify relevant information, to write reports and to interpret internal and external information</li> <li>○ Communication including questioning, clarifying and reporting</li> <li>○ Research and analyse market segments</li> <li>○ Identify the target market and select targeting and positioning strategies that meet the organisation's requirements</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - From primary and secondary research sources</li> <li>• <b>Communicating ideas and information</b> - Through development of an implementation plan</li> <li>• <b>Planning and organising activities</b> - To gather data from a range of sources</li> <li>• <b>Working with teams and others</b> - To determine segmentation criteria</li> <li>• <b>Using mathematical ideas and techniques</b> - For data analysis</li> <li>• <b>Solving problems</b> - To find 'best fit' positioning strategy</li> <li>• <b>Using technology</b> - To record and analyse data as required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| BSBMKG402A | ANALYSE CONSUMER BEHAVIOUR FOR SPECIFIC MARKETS |
|            |   |
| MKT        | Marketing                                       |

**DESCRIPTION: This unit covers analysis of consumer behaviour to enable marketing to be targeted to specific markets and specific needs.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Confirm product/service market</b>   | 1.1 The market or market segment for a product or service is identified in accordance with the marketing plan<br>1.2 Consumer attributes for the market or market segment are identified from the market profile<br>1.3 Features of the product/service are identified in accordance with the marketing plan   |
| <b>2 Assess the reasons for existing levels of consumer interest</b>                | 2.1 Consumer need for the product/service is investigated through analysis of trends and past performance<br>2.2 Past <b>marketing</b> or positioning of a product/service is reviewed in relation to the effectiveness of its focus of appeal<br>2.3 <b>Individual influences</b> on consumer behaviour are assessed and their impact estimated for a product/service<br>2.4 <b>Social influences</b> on consumer behaviour are assessed and their impact estimated for a product/service<br>2.5 <b>Lifestyle influences</b> on consumer behaviour are assessed and their impact estimated for a product/service<br>2.6 <b>Organisational behaviour</b> is assessed in relation to a product or service in accordance with the marketing plan |
| <b>3 Recommend a focus of appeal for marketing strategies for a product/service</b> | 3.1 Marketing strategies address innate and acquired needs of consumers and appeal to the motives that influence decision making<br>3.2 A rationale for the focus of appeal is presented that outlines how influences on consumer behaviour will be used to target effective marketing strategies<br>3.3 The focus of appeal meets <b>legal and ethical obligations</b> and the budgetary requirements of the marketing plan   |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Information on the market or market segment</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• demographics</li> <li>• lifestyle</li> <li>• social and cultural factors</li> <li>• values or attitude factors</li> <li>• existing product usage</li> </ul>   |
| <b>Marketing</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• marketing of goods</li> <li>• services marketing</li> <li>• ideas marketing</li> <li>• public sector marketing</li> <li>• direct marketing</li> <li>• telemarketing</li> <li>• business-to-business marketing</li> </ul>  |
| <b>Individual influences</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• personality</li> <li>• self-image</li> <li>• perception</li> <li>• learning</li> <li>• beliefs</li> <li>• attitudes</li> <li>• past experience</li> </ul>   |
| <b>Social influences</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• socio-economic factors</li> <li>• family background</li> <li>• family decision-maker/s</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• social class</li> </ul>  |
| <b>Lifestyle influences</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• leisure activities</li> <li>• interests</li> <li>• aspirations</li> </ul>   |
| <b>Organisational behaviour</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• group decision making</li> <li>• new purchases</li> <li>• re-purchase</li> <li>• modified re-purchase</li> <li>• contract buying</li> </ul>   |
| <b>Legal and ethical obligations</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act</li> <li>• regulations</li> <li>• codes of practice</li> <li>• ethical principles</li> <li>• policies and guidelines</li> <li>• society's expectations</li> <li>• cultural expectations and influences</li> <li>• social responsibilities, eg, protection of children, environmental issues</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

**Evidence Guide**

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in analysis of consumer behaviour for specific markets</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate all elements of competency and their performance criteria</li> <li>○ demonstrate comparative importance of the influences on consumer behaviour for specific products/services for different markets</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG401A Profile the market</li> <li>○ BSBMKG403A Analyse market data</li> <li>○ BSBMKG404A Forecast market and business needs</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business structure, products and services</li> <li>○ Organisation's marketing plan</li> <li>○ Research methodology</li> <li>○ Marketing objectives</li> <li>○ Legal and ethical obligations</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify consumer and product information, and to interpret legal requirements, company policies and procedures</li> <li>○ Communication including questioning, clarifying, reporting</li> <li>○ Research skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must take account of the endorsed assessment guidelines</li> <li>Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To evaluate the market and the business</li> <li>• <b>Communicating ideas and information</b> - Through the recommended focus of appeal and rationale</li> <li>• <b>Planning and organising activities</b> - To conduct research</li> <li>• <b>Working with teams and others</b> - To gather information from a range of sources</li> <li>• <b>Using mathematical ideas and techniques</b> - For trend analysis</li> <li>• <b>Solving problems</b> - To assess the relative importance of a range of influences</li> <li>• <b>Using technology</b> - For recording and analysing data if required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                     |
|------------|---------------------|
| BSBMKG403A | ANALYSE MARKET DATA |
|            |                     |
| MKT        | Marketing           |

**DESCRIPTION: This unit covers analysis of market data to assist in targeting marketing activities and drawing up a marketing plan.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Interpret trends and market developments</b> | 1.1 <b>Statistical analysis</b> of market data is used to interpret market trends and developments<br>1.2 <b>Trends and developments</b> are analysed for their potential impact on the business<br>1.3 <b>Measures of central tendency</b> /dispersion <b>and correlations</b> between sets of data are used for quantitative interpretation of comparative market data<br>1.4 Qualitative analysis of <b>comparative market information</b> is performed as a basis for reviewing business performance |
| <b>2 Interpret competitor market performance</b>  | 2.1 The market performance of existing and potential competitors and their products or services is analysed to identify potential <b>opportunities</b> or threats<br>2.2 Business performance is compared to that of competitors to identify market position   |
| <b>3 Report on market data</b>                    | 3.1 Data is prepared, plotted and interpreted for visual presentation<br>3.2 Visual presentation is assessed for potential problems, and corrective action taken if necessary<br>3.3 Report meets organisational requirements in terms of content, format and level of detail<br>3.4 Report is submitted within the required timeframe   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>                                   |
| <b>Trends and developments</b>   | may include <ul style="list-style-type: none"> <li>• economic trends               <ul style="list-style-type: none"> <li>○ local</li> <li>○ regional</li> <li>○ national</li> <li>○ international</li> </ul> </li> <li>• ecological/environmental trends</li> <li>• Government activities, eg, interest rates, deregulation</li> <li>• social and cultural factors</li> <li>• demographic trends</li> <li>• changes in technology</li> <li>• industrial trends</li> </ul> |
| <b>Statistical analysis</b>  | may include <ul style="list-style-type: none"> <li>• sampling</li> <li>• measures of central tendency</li> <li>• measures of dispersion</li> <li>• nature and degree of relationship between variables</li> <li>• time series analysis</li> <li>• normal distribution probability curve</li> </ul>   |
| <b>Measures of central tendency and correlations</b>                       | may include <ul style="list-style-type: none"> <li>• mean</li> <li>• median</li> <li>• mode</li> <li>• for grouped or ungrouped data</li> <li>• cross-tabulations</li> <li>• Z, T and chi square tests</li> </ul>  |

|  |   |
|--|---|
| <b>Comparative market information</b>    | <p>may include</p> <ul style="list-style-type: none"> <li>• best practice information</li> <li>• international benchmarking</li> <li>• inter-firm comparison data</li> </ul>  |
| <b>Opportunities</b>                     | <p>may include</p> <ul style="list-style-type: none"> <li>• potential for greater penetration of existing markets with existing products or services</li> <li>• new products or services for existing markets</li> <li>• new products or services for new markets</li> <li>• extending, expanding or otherwise changing an existing business</li> <li>• joint ventures</li> <li>• cooperative ventures</li> <li>• strategic alliances</li> <li>• franchising</li> <li>• exports</li> </ul>  |
| <b>Legal and ethical constraints</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act</li> <li>• regulations</li> <li>• codes of practice</li> <li>• ethical principles</li> <li>• policies and guidelines</li> <li>• society's expectations</li> <li>• cultural expectations and influences</li> <li>• social responsibilities, eg, protection of children, environmental issues</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to analyse market data</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate all elements of competency and their performance criteria</li> <li>○ reason for conclusions drawn from interpretation of data</li> <li>○ demonstrate knowledge of statistical techniques and elementary probability concepts</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG301A Research the market</li> <li>○ BSBMKG401A Profile the market</li> <li>○ BSBMKG402A Analyse consumer behaviour for specific markets</li> <li>○ BSBMKG404A Forecast market and business needs</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business structure, products and services</li> <li>○ Sources of market and comparative data</li> <li>○ Business competitors</li> <li>○ Statistical reporting format/s</li> <li>○ Computing especially spreadsheets, statistical packages and Internet</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify sources of information, to write reports and to interpret information</li> <li>○ Communication including questioning, clarifying, reporting</li> <li>○ Numeracy skills for basic statistical techniques and elementary probability</li> <li>○ Research skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>through provision of evidence of professional activity in the relevant area</p> <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● 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</li> <li>● Assessment must take account of the endorsed assessment guidelines</li> <li>● Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>● Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To interpret market information</li> <li>• <b>Communicating ideas and information</b> - On the interpretation of data in report format</li> <li>• <b>Planning and organising activities</b> - To source comparative data</li> <li>• <b>Working with teams and others</b> - To collect and analyse information</li> <li>• <b>Using mathematical ideas and techniques</b> - For statistical and probability calculations</li> <li>• <b>Solving problems</b> - To analyse and correct visual presentations</li> <li>• <b>Using technology</b> - To record and analyse data if required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                    |
|------------|------------------------------------|
| BSBMKG404A | FORECAST MARKET AND BUSINESS NEEDS |
|            |                                    |
| MKT        | Marketing                          |

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

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Build and maintain networks</b>                         | 1.1 Time is allocated to establish and maintain business contacts<br>1.2 Participation in <b>business associations</b> , and/or <b>professional development activities</b> is used to establish and maintain a <b>network</b> of support for the business and enhance personal knowledge of the market<br>1.3 Communication channels are established to exchange <b>information and ideas</b><br>1.4 Input is provided to the network and feedback sought and verified  |
| <b>2 Review current business performance capability</b>      | 2.1 Core activities, customer base, business values and current business direction are confirmed<br>2.2 Current marketing <b>performance</b> and the effectiveness of past <b>marketing</b> or positioning is <b>identified</b><br>2.3 <b>Performance data</b> from all <b>areas of the business</b> are reviewed to identify strengths, weaknesses and critical success factors<br>2.4 Current <b>capabilities and resources</b> are identified and assessed to identify areas for improvement or exploitation<br>2.5 Under-performing products or services are identified for re-development or withdrawal<br>2.6 The strength and current competitive position of the business is confirmed        |
| <b>3 Evaluate the market</b>                                 | 3.1 <b>Trends and developments</b> are identified and analysed for their potential impact on the business<br>3.2 <b>Comparative market information</b> is gathered and analysed as a basis for reviewing business performance<br>3.3 The market performance of existing and potential competitors and their products or services are analysed to identify potential <b>opportunities</b> or threats<br>3.4 <b>Sources of intelligence</b> are identified and tapped for advance warning of new products/services/technology or new markets for the business<br>3.5 The <b>legal, ethical and environmental constraints</b> of the market are identified and analysed for their effect on the business |
| <b>4 Articulate the needs of the market and the business</b> | 4.1 Poor or under-servicing of existing market needs by the organisation and/or its competitors is identified and detailed<br>4.2 Changes in the market that link positively to the organisation's strengths or capabilities are identified<br>4.3 The advantages and disadvantages of forecasting techniques are considered in relation to the required outcome and technique/s selected in accordance with organisational requirements<br>4.4 Emerging market needs are forecast and justified in terms of available information<br>4.5 The needs of the business are identified in terms of changes required to improve performance or address a market opportunity                                |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>   |
| <b>Business associations</b>   | may include <ul style="list-style-type: none"> <li>• professional associations</li> <li>• industry bodies</li> </ul>   |
| <b>Professional development activities</b>                                 | may include <ul style="list-style-type: none"> <li>• industry information seminars</li> <li>• industry training</li> <li>• trade shows</li> <li>• fairs</li> <li>• demonstrations</li> <li>• technical information briefings</li> <li>• pre-launch activities</li> <li>• Occupational Health and Safety policy and procedures in relation to personnel safety, ie, people working in locations remote from principal location               <ul style="list-style-type: none"> <li>○ Occupational Health and Safety requirements cover communications' provision and travel</li> </ul> </li> </ul> |
| <b>Networks</b>  | may be <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> <li>• personal</li> <li>• business</li> <li>• professional</li> <li>• individuals</li> <li>• groups</li> <li>• organisations</li> </ul>  |

|                                       |  |
|---------------------------------------|--|
| <b>Information and ideas</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• information on competitors' activities</li> <li>• changing customer requirements</li> <li>• changes in the environment</li> <li>• personal, professional or for business support</li> </ul>  |
| <b>Trends and developments</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• economic trends <ul style="list-style-type: none"> <li>○ local</li> <li>○ regional</li> <li>○ national</li> <li>○ international</li> </ul> </li> <li>• ecological/environmental trends</li> <li>• Government activities, eg, interest rates, deregulation</li> <li>• social and cultural factors</li> <li>• demographic trends</li> <li>• changes in technology</li> <li>• industrial trends</li> </ul>                        |
| <b>Comparative market information</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• best practice information</li> <li>• international benchmarking</li> <li>• inter-firm comparison data</li> </ul>   |
| <b>Opportunities</b>                  | <p>may include</p> <ul style="list-style-type: none"> <li>• potential for greater penetration of existing markets with existing products or services</li> <li>• new products or services for existing markets</li> <li>• new products or services for new markets</li> <li>• extending, expanding or otherwise changing an existing business</li> <li>• joint ventures</li> <li>• cooperative ventures</li> <li>• strategic alliances</li> <li>• franchising</li> <li>• exports</li> </ul> |
| <b>Sources of intelligence</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• peers</li> <li>• databases</li> <li>• Internet</li> <li>• government agencies</li> <li>• official statistics</li> <li>• business advisory services</li> <li>• professional/trade associations</li> <li>• financial institutions</li> <li>• national and international publications</li> </ul>  |

|  |   |
|--|---|
| <b>Occupational Health and Safety considerations</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• employee safety at events and during research</li> <li>• safety issues associated with proposed products or services <ul style="list-style-type: none"> <li>○ duty of supplier</li> <li>○ importer</li> <li>○ manufacturer</li> </ul> </li> </ul>   |
| <b>Legal, ethical and environmental constraints</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act and Occupational Health and Safety legislation</li> <li>• regulations</li> <li>• codes of practice</li> <li>• policies and procedures</li> <li>• ethical principles</li> <li>• society's expectations</li> <li>• cultural influences</li> <li>• social responsibilities</li> </ul> |
| <b>Forecasting techniques</b>                        | <p>may include</p> <ul style="list-style-type: none"> <li>• top down forecasting</li> <li>• bottom up forecasting</li> <li>• projection</li> <li>• model building</li> <li>• surveys of intentions</li> <li>• Delphi techniques</li> <li>• scenario planning</li> </ul>   |
| <b>Marketing performance evaluation</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• product portfolio analysis</li> <li>• comparative analysis</li> <li>• competitive analysis</li> <li>• life cycle models</li> <li>• strengths-weaknesses-opportunities-threats (SWOT) analysis</li> <li>• value chain analysis</li> </ul>  |
| <b>Performance data</b>                              | <p>may include</p> <ul style="list-style-type: none"> <li>• share</li> <li>• penetration</li> <li>• coverage</li> <li>• sales</li> <li>• profitability</li> <li>• production time and cost</li> <li>• faults</li> <li>• warranties</li> <li>• accidents</li> <li>• complaints</li> </ul>  |
| <b>Areas of the business</b>                         | <p>may include</p>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• marketing</li> <li>• finance</li> <li>• production</li> <li>• personnel</li> </ul>   |
| <b>Capabilities and resources</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• situational factors such as <ul style="list-style-type: none"> <li>○ location/position</li> <li>○ transport distribution channels</li> <li>○ 24 hour operation</li> <li>○ communications</li> <li>○ level of technology</li> <li>○ age and life of business equipment</li> <li>○ industrial relations climate</li> </ul> </li> <li>• competency of staff relative to business needs</li> <li>• capacity of equipment relative to current output</li> <li>• human and financial resources</li> <li>• intangibles such as <ul style="list-style-type: none"> <li>○ service</li> <li>○ brand</li> <li>○ image</li> <li>○ style</li> <li>○ perceived quality or value</li> <li>○ social acceptability</li> <li>○ 'feel good' factor</li> </ul> </li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge for forecast market and business needs</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate all elements of competency and their performance criteria</li> <li>○ demonstrate the documentation of the decision making process and outcomes of the market evaluation and business review with supporting evidence</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG303A Draft an elementary marketing audit report</li> <li>○ BSBMKG401A Profile the market</li> <li>○ BSBMKG402A Analyse consumer behaviour for specific markets</li> <li>○ BSBMKG403A Analyse market data</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's policies, plans and procedures</li> <li>○ Techniques for building relationships of trust, including with people from other cultures</li> <li>○ Techniques for facilitating mutually acceptable outcomes</li> <li>○ Related organisations and agencies and networks</li> <li>○ Principles and operation of networks</li> <li>○ Sources of information</li> <li>○ Marketing performance evaluation tools</li> <li>○ Forecasting methodology</li> <li>○ Concept of marketing mix</li> <li>○ Legal, ethical and environmental issues</li> <li>○ Occupational hazards and risks</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify market information, trends and developments, to write in a range of styles for different audiences and to interpret legal requirements</li> <li>○ Communication skills including reporting, clarifying and questioning</li> <li>○ Networking skills to participate with other groups</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>○ Numeracy skills for time management, data analysis</li> <li>○ Evaluation and forecasting skills</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Management of Occupational Health and Safety hazards and risks ie identify hazards, assess and control risks to health and safety of workplace personnel</li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 2                               | 2                          | 2                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To evaluate the market and the business</li> <li>• <b>Communicating ideas and information</b> - To contribute to business networks</li> <li>• <b>Planning and organising activities</b> - To conduct reviews</li> <li>• <b>Working with teams and others</b> - To build and maintain networks</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse data and draw conclusions</li> <li>• <b>Solving problems</b> - To identify strengths and weaknesses of the business</li> <li>• <b>Using technology</b> - To organise and analyse data, if required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| BSBMKG405A | IMPLEMENT AND MONITOR MARKETING ACTIVITIES |
|            |  |
| MKT        | Marketing                                  |

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

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Review the marketing mix for the business</b> | 1.1 The balance of product mix, volumes and <b>pricing</b> is reviewed to optimise sales and profit<br>1.2 Customer needs and preferences are considered in determining the marketing mix<br>1.3 The costs and benefits of using different <b>distribution channels</b> and/or providing different <b>levels of customer service</b> are evaluated and the results considered in determining the marketing mix<br>1.4 A marketing mix is determined that best satisfies <b>marketing</b> and business needs and addresses customer requirements   |
| <b>2 Implement marketing activities</b>            | 2.1 Marketing activities are prioritised and resources obtained for their implementation<br>2.2 Persons involved in the marketing effort are briefed on their roles and responsibilities as members of a self-managed team to ensure the success of marketing strategies<br>2.3 <b>Promotional activities</b> are implemented in accordance with marketing objectives and budgetary requirements<br>2.4 Responsibility is assigned for ongoing monitoring of marketing activities and evaluation of business performance against objectives and targets<br>2.5 Implementation of marketing activities meets <b>legal and ethical requirements</b> |
| <b>3 Monitor and review marketing performance</b>  | 3.1 Progress against performance targets is monitored, performance gaps analysed and corrective action taken<br>3.2 Over-performance against targets is analysed for trends and new targets set<br>3.3 Staff are encouraged to propose ways to improve marketing performance<br>3.4 <b>Customer reaction</b> to all aspects of the marketing mix is obtained to improve targeting and outcomes<br>3.5 Ongoing research of customer and business requirements is conducted to identify <b>opportunities for change and improvement</b> and their timing<br>3.6 Changes in market phenomena are analysed for new business opportunities             |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>   |
| <b>Marketing mix</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• product or service variables such as <ul style="list-style-type: none"> <li>○ technical features</li> <li>○ design</li> <li>○ quality</li> <li>○ range</li> <li>○ safety features</li> </ul> </li> <li>• pricing</li> <li>• promotion</li> <li>• distribution</li> <li>• level of service</li> </ul>  |
| <b>Pricing consideration</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• cost of ownership</li> <li>• price point chosen</li> <li>• cost plus margin</li> <li>• cost relative to competitors</li> <li>• demand orientation</li> <li>• credit terms</li> <li>• discount percentages</li> <li>• discount structure</li> <li>• financial deals</li> <li>• leasing arrangements</li> <li>• stage payments</li> <li>• psychological elements</li> <li>• residual value</li> <li>• sales, eg, end of season</li> <li>• special offers</li> </ul> |

|                                       |  |
|---------------------------------------|--|
| <b>Distribution channels</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• e-business</li> <li>• self-access</li> <li>• wholesale</li> <li>• retail</li> <li>• distributor</li> <li>• delivery service</li> <li>• mail order</li> <li>• telesales</li> <li>• dealer</li> <li>• re-seller</li> <li>• franchisee</li> </ul>   |
| <b>Level of customer service</b>      | <p>may include</p> <ul style="list-style-type: none"> <li>• no customer service</li> <li>• sales assistance for problems/queries only</li> <li>• one-on-one personal service</li> <li>• after sales service</li> <li>• call centre support</li> <li>• electronic customer service</li> </ul>   |
| <b>Marketing</b>                      | <p>may include</p> <ul style="list-style-type: none"> <li>• marketing of goods</li> <li>• services marketing</li> <li>• ideas marketing</li> <li>• public sector marketing</li> <li>• direct marketing</li> <li>• telemarketing</li> <li>• business-to-business marketing</li> </ul>   |
| <b>Promotional activities</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• advertising in national newspapers, suburban or local newspapers</li> <li>• word of mouth</li> <li>• referral</li> <li>• testimonials</li> <li>• professional/industry journals</li> <li>• advertising on radio or television</li> <li>• mail drops</li> <li>• display posters</li> <li>• canvassing and telephone canvassing</li> <li>• exhibitions/presentations</li> <li>• sponsoring local community events</li> <li>• in-store promotions</li> <li>• the development of networks and strategic alliances</li> <li>• staff development programs to enhance customer service orientation</li> <li>• electronic advertising</li> </ul> |
| <b>Legal and ethical requirements</b> | <p>may include</p>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act</li> <li>• regulations</li> <li>• codes of practice</li> <li>• ethical principles</li> <li>• policies and guidelines</li> <li>• society's expectations</li> <li>• cultural expectations and influences</li> <li>• social responsibilities</li> <li>• safety issues</li> <li>• security and privacy issues</li> <li>• environmental issues</li> <li>• occupational health and safety considerations such as <ul style="list-style-type: none"> <li>○ establishing procedures for staff safety and security at promotional events</li> <li>○ safe handling of equipment and substances</li> <li>○ safety of members of the public attending events</li> <li>○ health and safety arrangements for contractors</li> <li>○ safety of staff working in remote and isolated locations, eg, communication arrangements</li> </ul> </li> </ul> |
| <b>Customer reaction</b>                        | <p>may be determined through</p> <ul style="list-style-type: none"> <li>• survey/other feedback mechanisms</li> <li>• informal discussion</li> <li>• customer meetings</li> <li>• focus groups</li> <li>• sales to contact ratio</li> <li>• commercial services such as <ul style="list-style-type: none"> <li>○ SAMI</li> <li>○ Neilson</li> <li>○ scanner data</li> <li>○ Morgan omnibus surveys</li> <li>○ panels, etc</li> </ul> </li> </ul>  |
| <b>Opportunities for change and improvement</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• product/service configuration</li> <li>• raw materials</li> <li>• packaging</li> <li>• delivery times/quality</li> <li>• pricing structure</li> <li>• market positioning</li> <li>• ancillary services</li> </ul>   |
| <b>Occupational Health and Safety issues</b>    | <p>may include</p> <ul style="list-style-type: none"> <li>• health and safety of employees</li> <li>• public safety during marketing events</li> <li>• ensuring operational/organisational changes to work organisation don't introduce new hazards to health and safety of employees</li> </ul>  |
| <b>The sport and recreation industry</b>        | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|



## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to implement and monitor marketing activities</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate all elements of competency and their performance criteria</li> <li>○ demonstrate rationale for marketing mix and strategies prioritised for implementation</li> <li>○ devise strategies aligned with the marketing plan and overall business plan</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG406A Build client relationships</li> <li>○ BSBMKG504A Implement a marketing solution</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business and marketing plan</li> <li>○ Marketing mix</li> <li>○ Methods of analysing costs and benefits of marketing strategies</li> <li>○ Methods of monitoring customer satisfaction</li> <li>○ Legal and ethical requirements</li> <li>○ Occupational Health and Safety arrangements and responsibilities associated with marketing and promotional activities</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to research and interpret information</li> <li>○ Communication skills including questioning, clarifying, reporting, relating to different audiences</li> <li>○ Numeracy skills for data analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>○ Business planning</li> <li>○ Developing and implementing Occupational Health and Safety procedures to reduce health and safety risks</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To review the marketing mix and monitor marketing performance</li> <li>• <b>Communicating ideas and information</b> - To consult with stakeholders and brief the marketing team</li> <li>• <b>Planning and organising activities</b> - To implement promotional activities</li> <li>• <b>Working with teams and others</b> - To achieve marketing outcomes</li> <li>• <b>Using mathematical ideas and techniques</b> - To research the needs of the market</li> <li>• <b>Solving problems</b> - To determine the optimal marketing mix</li> <li>• <b>Using technology</b> - To store and analyse data if necessary</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                            |
|------------|----------------------------|
| BSBMKG406A | BUILD CLIENT RELATIONSHIPS |
|            |                            |
| MKT        | Marketing                  |

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

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Initiate interpersonal communication with clients</b>       | 1.1 Preferred client communication styles and methods are identified and used<br>1.2 <b>Verbal and non-verbal communication</b> processes are used to establish rapport with clients<br>1.3 Active listening is utilised to establish rapport with clients<br>1.4 Opportunities to offer positive feedback to the client are investigated and acted upon<br>1.5 Open questions are used to promote two way communication<br>1.6 Potential <b>barriers to effective communication</b> with clients are identified and acted upon<br>1.7 Communication processes initiated identify client needs, preferences and expectations |
| <b>2 Establish client relationship management strategies</b>     | 2.1 Client loyalty objectives are developed to focus on the development of long term business partnerships<br>2.2 Client profile information is assessed to determine approach<br>2.3 <b>Client loyalty strategies</b> are developed to attract and retain clients in accordance with the business strategy<br>2.4 <b>Client care</b> and client service standards are identified and applied  |
| <b>3 Maintain and improve ongoing relationships with clients</b> | 3.1 Strategies are developed to establish processes for obtaining ongoing feedback from clients to monitor satisfaction levels<br>3.2 Strategies developed to elicit feedback provide information in a form that can be utilised to improve relationships with clients<br>3.3 Feedback obtained is used to develop and implement strategies to maintain and improve relationships with clients   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>award and enterprise agreements and relevant industrial instruments</li> <li>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</li> <li>relevant industry codes of practice</li> </ul> |
| <b>Client definition</b>   | <ul style="list-style-type: none"> <li><b>client</b> is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation</li> <li>the term "client" may be translated according to the user's context as "customer", "consumer", "member", "patient", or other title</li> </ul>   |
| <b>Client loyalty strategies</b>   | <p>include</p> <ul style="list-style-type: none"> <li>client clubs</li> <li>credit or discount facilities</li> <li>client reward schemes</li> <li>a phone call thanking the client for the business</li> <li>a handwritten note thanking the client</li> <li>a formal letter of thanks</li> <li>offering promotional items</li> </ul>   |
| <b>Verbal communication</b>  | <p>includes</p> <ul style="list-style-type: none"> <li>clarity of speech</li> <li>articulation</li> <li>voice modulation</li> <li>voice projection</li> <li>language</li> <li>questioning skills</li> <li>listening skills</li> <li>feedback</li> </ul>   |
| <b>Non-verbal communication</b>  | <p>includes</p> <ul style="list-style-type: none"> <li>gestures</li> <li>posture</li> <li>body orientation</li> <li>facial expression</li> <li>voice</li> <li>touching</li> <li>distance</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• clothing</li> </ul>  |
| <b>Barriers to effective communication</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• cultural differences</li> <li>• stereotypes</li> <li>• word choice</li> <li>• non verbal communication</li> <li>• voice modulation and articulation</li> <li>• not listening actively</li> <li>• physical, personal, and age differences</li> <li>• educational differences</li> <li>• organisational</li> </ul>  |
| <b>Client care</b>                         | <p>refers to</p> <ul style="list-style-type: none"> <li>• all of the activities that are required to provide client satisfaction</li> </ul>   |
| <b>Feedback</b>                            | <p>may be obtained through</p> <ul style="list-style-type: none"> <li>• survey instruments</li> <li>• telephone</li> <li>• email</li> <li>• letter</li> </ul>   |
| <b>The sport and recreation industry</b>   | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to build client relationships</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate all elements of competency and their performance criteria</li> <li>○ demonstrate effective interpersonal communication skills which initiate and build ongoing positive relationships with clients</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG405A Implement and monitor marketing activities</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Understanding of client service standards</li> <li>○ Knowledge of key concepts in the communication process</li> <li>○ Understanding of the range of verbal non-verbal communication techniques which can be used to convey meaning</li> <li>○ Knowledge of strategies for determining the extent to which client relationships are being met</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Client service skills including the ability to determine client needs and preferences</li> <li>○ Active listening skills</li> <li>○ Questioning skills</li> <li>○ Information management skills, including the ability to summarise information through written and verbal means</li> <li>○ Networking skills</li> <li>○ Literacy skills used in the clarification of issues</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |



| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To inform the development of a strategy to strengthen client relationships</li> <li>• <b>Communicating ideas and information</b> - Through verbally clarifying client needs and preferences</li> <li>• <b>Planning and organising activities</b> - Through implementing a strategy to strengthen client relationships</li> <li>• <b>Working with teams and others</b> - By discussing with others in the organisation the application of client service standards</li> <li>• <b>Using mathematical ideas and techniques</b> - By processing client feedback survey forms</li> <li>• <b>Solving problems</b> - By developing a strategy to respond to a client's negative feedback</li> <li>• <b>Using technology</b> - To complete Internet based research if required on strategies to strengthen client relationships</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                     |
|------------|---------------------|
| BSBMKG407A | MAKE A PRESENTATION |
|            |                     |
| MKT        | Marketing           |

**DESCRIPTION:** This unit covers the preparation, delivery and review of a presentation to a target audience.

| ELEMENT                           | PERFORMANCE CRITERIA  |
|-----------------------------------|---|
| <b>1 Prepare the presentation</b> | 1.1 Written preparation is undertaken to support <b>delivery</b> of the presentation<br>1.2 Outcomes for the presentation are determined to provide focus<br>1.3 <b>Presentation strategies</b> are chosen to match the <b>characteristics of the target audience</b> , the location, the resources and the personnel needed<br>1.4 <b>Presentation aids and materials</b> are selected to enhance audience understanding of the key concepts and ideas<br>1.5 A strategy for evaluating the effectiveness of the presentation is prepared<br>1.6 Presentation is scheduled to meet the requirements of the target audience, any other personnel needed and the location  |
| <b>2 Deliver a presentation</b>   | 2.1 The desired outcomes of the presentation are explained to, and discussed with the target audience<br>2.2 Presentation aids, materials and examples are used to support target audience understanding of key concepts and ideas<br>2.3 Non verbal and verbal communication of participants is monitored to promote attainment of presentation outcomes<br>2.4 Opportunities are provided for participants to seek clarification on key ideas and concepts and the presentation is adjusted to meet participant needs and preferences<br>2.5 Key concepts and ideas are summarised at strategic points to facilitate participant understanding<br>2.6 Variations in verbal and non-verbal communication are used to maintain participant engagement |
| <b>3 Review the presentation</b>  | 3.1 A <b>review strategy</b> is implemented to determine the effectiveness of the presentation<br>3.2 The strategy selected utilises feedback from participants<br>3.3 The reactions of key personnel to the delivery are sought and discussed<br>3.4 Adjustments to delivery are considered and incorporated   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Delivery</b>  | may be <ul style="list-style-type: none"> <li>• face to face</li> <li>• via teleconferencing</li> <li>• via closed circuit television</li> <li>• through computer assisted methods</li> </ul>  |
| <b>Presentation strategies</b>   | may involve <ul style="list-style-type: none"> <li>• oral presentations</li> <li>• discussion</li> <li>• questioning</li> <li>• simulations and role-play</li> <li>• case studies</li> <li>• group and/or pair work</li> <li>• demonstration</li> </ul>  |
| <b>Characteristics of the target audience</b>                              | may relate to <ul style="list-style-type: none"> <li>• language, literacy and numeracy needs</li> <li>• cultural and language background</li> <li>• educational background or general knowledge</li> <li>• gender</li> <li>• age</li> <li>• physical ability</li> <li>• previous experience with the topic</li> </ul>  |

|  |   |
|--|---|
| <b>Presentation aids and materials</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• video and audio recordings</li> <li>• overhead projector</li> <li>• paper-based materials</li> <li>• models</li> <li>• diagrams, charts and posters</li> <li>• whiteboard</li> <li>• computer simulations and presentations</li> </ul>  |
| <b>Review strategies</b>                 | <p>may include use of</p> <ul style="list-style-type: none"> <li>• one on one interviews with participants and other personnel</li> <li>• focus groups interviews</li> <li>• written feedback provided by participants</li> <li>• action research</li> <li>• 'critical friends'</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to make a presentation</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate a real or simulated presentation which meets the information needs of the target group</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Range of presentation strategies</li> <li>○ Range of presentation aids and materials available to support presentations</li> <li>○ Data collection methods that can be used to support review of presentations</li> <li>○ Key principles association with explanation and demonstration of concepts and ideas</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to prepare presentation information, and write in a range of styles for different target audiences</li> <li>○ Communication including questioning, clarifying, re-phrasing</li> <li>○ Presentation skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>○ Ability to utilise verbal and non-verbal techniques to sustain participant engagement</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 3                               | 2                          | 2                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - In preparing information to present to a target audience</li> <li>• <b>Communicating ideas and information</b> - Through using presentation aids and materials to support verbal explanation of concepts and ideas</li> <li>• <b>Planning and organising activities</b> - In scheduling the presentation and in ensuring materials and equipment are available</li> <li>• <b>Working with teams and others</b> - To coordinate the input of all personnel at the presentation</li> <li>• <b>Using mathematical ideas and techniques</b> - In presenting numerical data to support a key idea or concept</li> <li>• <b>Solving problems</b> - In deciding how to adjust a presentation during delivery to meet target audience needs</li> <li>• <b>Using technology</b> - In demonstrating audio and visual materials to support a presentation</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                  |
|------------|----------------------------------|
| BSBMKG501A | EVALUATE MARKETING OPPORTUNITIES |
|            |                                  |
| MKT        | Marketing                        |

**DESCRIPTION:** This unit covers evaluating market data, distinguishing the characteristics of possible markets and assessing the viability of making changes to current operations to take advantage of marketing opportunities.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Identify marketing opportunities</b>                | <p>1.1 <b>Information</b> on the needs of the <b>market</b> and the <b>business</b> is analysed to identify <b>marketing</b> opportunities</p> <p>1.2 Potential <b>new markets</b> are researched and opportunities to enter, shape or influence the market are assessed in terms of likely <b>contribution to the market</b></p> <p>1.3 Entrepreneurial, innovative approaches and creative ideas are explored for their potential business application, and developed into potential marketing opportunities</p>  |
| <b>2 Investigate marketing opportunities</b>             | <p>2.1 Opportunities are identified and analysed in terms of their likely fit with the organisation's goals and capabilities</p> <p>2.2 Each opportunity is <b>evaluated</b> to determine its impact on current business and customer base</p> <p>2.3 An assessment of <b>external factors</b>, costs, benefits, risks and opportunities is used to determine the financial viability of each marketing opportunity</p> <p>2.4 Probable return on investment and potential competitors are determined</p> <p>2.5 Marketing opportunities are described and ranked in terms of their viability and likely contribution to the business</p> |
| <b>3 Evaluate required changes to current operations</b> | <p>3.1 Changes needed to current operations to take advantage of viable marketing opportunities are identified and documented</p> <p>3.2 Organisational changes to service an increased/different customer base include provision for continued quality of service to existing customers</p> <p>3.3 <b>Resource requirements</b> for changed operations are estimated</p> <p>3.4 The viability of making changes to current operations is determined and communicated to <b>key stakeholders</b></p>  |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Market and business information</b>                                     | may include <ul style="list-style-type: none"> <li>• market trends and developments</li> <li>• comparative market information</li> <li>• competitors' performance</li> <li>• customer requirements</li> <li>• new and emerging markets</li> <li>• legal and ethical requirements</li> <li>• sales figures</li> <li>• market share</li> <li>• profitability</li> </ul>  |
| <b>Marketing</b>   | may include <ul style="list-style-type: none"> <li>• marketing of goods</li> <li>• services marketing</li> <li>• ideas marketing</li> <li>• public sector marketing</li> <li>• direct marketing</li> <li>• telemarketing</li> <li>• business-to-business marketing</li> </ul>  |
| <b>New markets</b>   | may include <ul style="list-style-type: none"> <li>• segment of the market not currently penetrated</li> <li>• export market</li> <li>• e-commerce</li> </ul>  |

|                                     |   |
|-------------------------------------|---|
| <b>Contribution to the business</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• effect on sales volume</li> <li>• market share</li> <li>• profitability</li> <li>• growth</li> </ul>  |
| <b>Evaluation decisions</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• knock out factors</li> <li>• scored criteria</li> <li>• weighted criteria</li> <li>• present value analysis</li> <li>• return on investment</li> </ul>  |
| <b>External factors</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act</li> <li>• regulations</li> <li>• codes of practice</li> <li>• policies and guidelines</li> </ul>  |
| <b>Resource requirements</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• research and development</li> <li>• equipment</li> <li>• re-tooling</li> <li>• additional staff</li> <li>• staff training</li> <li>• production costs</li> <li>• promotional costs</li> <li>• distribution costs</li> </ul> |
| <b>Key stakeholders</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• marketing personnel</li> <li>• finance staff</li> <li>• managers</li> <li>• supervisors</li> <li>• production staff</li> <li>• human resource staff</li> <li>• owner/s</li> <li>• board of directors</li> </ul>             |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to evaluate marketing opportunities</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ show documentation of processes for identifying new markets and finding entrepreneurial, innovative and creative options</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG302A Identifying marketing opportunities</li> <li>○ BSBMKG605A Evaluate international marketing opportunities</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business structure, products and services</li> <li>○ Organisation's marketing plan</li> <li>○ Sources of market information</li> <li>○ Marketing performance evaluation tools</li> <li>○ Forecasting methodology</li> <li>○ Viability analysis methods</li> <li>○ Concept of marketing mix</li> <li>○ Legal and ethical issues</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements</li> <li>○ Communication skills including questioning, clarifying, reporting</li> <li>○ Numeracy skills for data analysis, estimation, cost-benefit analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) have             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>relevant area</p> <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 2                               | 2                          | 1                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To identify marketing opportunities</li> <li>• <b>Communicating ideas and information</b> - To inform stakeholders</li> <li>• <b>Planning and organising activities</b> - To change current business operations</li> <li>• <b>Working with teams and others</b> - To involve stakeholders in the pre-planning stages of business change</li> <li>• <b>Using mathematical ideas and techniques</b> - To conduct cost-benefit analysis and for estimating</li> <li>• <b>Solving problems</b> - Match capability with market or business needs</li> <li>• <b>Using technology</b> - For data analysis, if necessary</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| BSBMKG502A | ESTABLISH AND ADJUST THE MARKETING MIX |
|            |  |
| MKT        | Marketing                              |

**DESCRIPTION: This unit covers the determination of optimum marketing mix for a business through analysis of inter-related marketing components.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Evaluate the significance of each component of the marketing mix and their inter-relationships</b> | 1.1 Key <i>characteristics of products/services</i> are identified and their significance to the market estimated<br>1.2 Pricing policy is reviewed and <i>pricing variables</i> analysed to determine their effect on demand<br>1.3 <i>Promotional method/s</i> are analysed to determine their importance to marketing outcomes<br>1.4 <i>Channel/s of distribution</i> are reviewed and their significance to <i>marketing</i> outcomes estimated<br>1.5 The <i>level of customer</i> service provision is identified and analysed to determine its significance to marketing outcomes<br>1.6 Potential customer base and key pressure points for success are identified<br>1.7 The effect of the components of the marketing mix on each other is analysed, and their relative importance to the customer base established |
| <b>2 Determine the marketing mix for specific markets</b>   | 2.1 Environmental factors are identified and assessed for their impact on the marketing mix<br>2.2 Consumer priorities that affect the marketing mix are identified<br>2.3 Product, pricing, promotional, distribution and service variations are considered and evaluated against marketing objectives and target market characteristics<br>2.4 A <i>marketing mix</i> is selected that best satisfies the target market and meets marketing objectives<br>2.5 The marketing mix decision meets organisational, strategic and operational marketing objectives  |
| <b>3 Monitor and adjust marketing mix</b>   | 3.1 The marketing mix is monitored against marketing performance and components isolated for testing<br>3.2 The implications of altering one or more components of the marketing mix are evaluated in relation to market factors and consumer response<br>3.3 Components of the marketing mix are adjusted in the light of test results and the evaluation of market response<br>3.4 The adjusted marketing mix meets budgetary requirements<br>3.5 The adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Marketing mix</b>   | may include <ul style="list-style-type: none"> <li>• product or service variables</li> <li>• pricing variables</li> <li>• promotional variables</li> <li>• distribution variables</li> <li>• customer service variables</li> </ul>  |
| <b>Product/service characteristics</b>                                     | may include <ul style="list-style-type: none"> <li>• compatibility with other products/services/equipment</li> <li>• brand</li> <li>• brand loyalty</li> <li>• degree of customisation</li> <li>• design</li> <li>• durability</li> <li>• ease of maintenance</li> <li>• features</li> <li>• flexibility</li> <li>• functional performance</li> <li>• innovativeness</li> <li>• reduction of risks to health and safety such as noise</li> <li>• packaging</li> <li>• pollution hazard reduction</li> <li>• quality</li> <li>• range of sizes, colour, etc</li> <li>• robustness</li> <li>• styling</li> <li>• technical features</li> <li>• upgrading</li> <li>• volumes available</li> <li>• Occupational Health and Safety issues</li> </ul> |



|  |   |
|--|---|
| <b>Pricing variables</b>                             | <p>may include</p> <ul style="list-style-type: none"> <li>• cost of ownership</li> <li>• credit terms</li> <li>• discount percentages</li> <li>• discount structure</li> <li>• financial deals</li> <li>• leasing arrangements</li> <li>• price point chosen</li> <li>• psychological elements</li> <li>• residual value</li> <li>• sales, eg, end of season etc</li> <li>• special offers</li> <li>• stage payments</li> </ul> |
| <b>Promotional methods</b>                           | <p>may include</p> <ul style="list-style-type: none"> <li>• segmentation</li> <li>• personal promotion such as face-to-face selling</li> <li>• impersonal promotion such as <ul style="list-style-type: none"> <li>○ advertising</li> <li>○ sales promotion</li> </ul> </li> </ul>  |
| <b>Marketing</b>                                     | <p>may include</p> <ul style="list-style-type: none"> <li>• marketing of goods</li> <li>• services marketing</li> <li>• ideas marketing</li> <li>• public sector marketing</li> <li>• direct marketing</li> <li>• telemarketing</li> <li>• business-to-business marketing</li> </ul>  |
| <b>Occupational Health and Safety considerations</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• health and safety of employees and public during promotional events</li> </ul>  |
| <b>Distribution channels</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• e-business</li> <li>• self-service</li> <li>• wholesale</li> <li>• retail</li> <li>• distributor</li> <li>• delivery service</li> <li>• mail order</li> <li>• telesales</li> <li>• dealer</li> <li>• re-seller</li> <li>• franchisee</li> </ul>   |

|  |   |
|--|---|
| <b>Level of customer service</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• no customer service</li> <li>• sales assistance for problems/queries only</li> <li>• one-on-one personal service</li> <li>• after sales service</li> <li>• call centre support</li> <li>• electronic client service</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to establish and adjust the marketing mix</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ make a marketing mix decision that is substantiated and supported by evidence</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG602A Develop a marketing plan</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Principles of customer service</li> <li>○ Organisation's products and services</li> <li>○ Elements of marketing mix</li> <li>○ Product</li> <li>○ Price</li> <li>○ Promotion</li> <li>○ Place</li> <li>○ Measures of significance</li> <li>○ Consumer/buyer behaviour</li> <li>○ Legal, ethical and environmental issues including Occupational Health and Safety</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify market information, to write in a range of styles for different audiences and to interpret requirements</li> <li>○ Communication skills including questioning, clarifying, reporting</li> <li>○ Numeracy skills for analysis and significance testing</li> <li>○ Evaluation skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 3                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To provide input to the evaluation process</li> <li>• <b>Communicating ideas and information</b> - To establish optimum marketing mix</li> <li>• <b>Planning and organising activities</b> - To isolate marketing components for testing</li> <li>• <b>Working with teams and others</b> - To monitor the implementation of the marketing mix</li> <li>• <b>Using mathematical ideas and techniques</b> - To establish the significance of each component of the marketing mix</li> <li>• <b>Solving problems</b> - To identify the inter-relationships of marketing components</li> <li>• <b>Using technology</b> - To model marketing mix if required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| BSBMKG503A | DEVELOP A MARKETING COMMUNICATIONS PLAN |
| MKT        | Marketing                               |

**DESCRIPTION:** This unit covers preparation and development of an integrated marketing communications plan to enable the effective and efficient promotion of products and services to specific markets.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Develop marketing communication objectives</b>          | 1.1 The target market is identified and available media are reviewed in accordance with organisational requirements<br>1.2 <b>Criteria to use in an integrated marketing communications</b> analysis are identified<br>1.3 Forms of promotion that are best suited to the product/service/idea are reviewed and selected<br>1.4 Marketing communication objectives are determined and a draft promotional brief is written in accordance with organisational requirements<br>1.5 Promotional appeals and messages are developed to meet the requirements of the promotional brief   |
| <b>2 Determine the marketing communications mix</b>          | 2.1 Marketing communications models are evaluated and a model of communications is identified to meet organisational requirements<br>2.2 The relationship between the market mix and the promotions mix are explored<br>2.3 The likely elements of primary and secondary promotions are determined in accordance with organisational requirements<br>2.4 A marketing communications mix is selected that best suits the target market and meets marketing objectives  |
| <b>3 Set a promotional budget</b>                            | 3.1 General economic and business environmental factors are evaluated in terms of their effect on the <b>promotional budget</b> allocation<br>3.2 A marketing communications budget is allocated in accordance with the overall marketing budget<br>3.3 <b>Marketing communications</b> implementation and control procedures are established in accordance with organisational requirements  |
| <b>4 Prepare an integrated marketing communications plan</b> | 4.1 The elements of an <b>integrated marketing communications</b> plan are determined in accordance with organisational requirements<br>4.2 Direct and indirect forms of marketing communications are evaluated in relation to marketing communications objectives<br>4.3 Primary and secondary forms of marketing communications are identified and evaluated<br>4.4 Institutional, product, service and idea promotions are evaluated for inclusion in the marketing communications plan<br>4.5 The objectives of the marketing communications plan are developed and evaluated for effectiveness against the forms that are possible and for cost-effectiveness<br>4.6 The marketing communications plan is prepared in accordance with the overall marketing plan and meets organisational requirements |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>   | <b>CATEGORIES</b>  |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Criteria to use in an integrated marketing communications analysis</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• effect on intermediaries</li> <li>• pre and post awareness research</li> <li>• data obtained from the marketing information systems</li> <li>• sales and profitability</li> <li>• reach and frequency data such as TARPS</li> </ul>  |
| <b>Characteristics of marketing communications objectives</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• consumer needs</li> <li>• benefits desired</li> <li>• product/service usage</li> <li>• attitude</li> <li>• demographics</li> <li>• lifestyle</li> <li>• social and cultural factors</li> <li>• business characteristics</li> <li>• a comprehensive review of all major marketing activities of the organisation</li> <li>• an orderly sequence of diagnostic steps covering the organisational's macro and micro-environmental factors</li> <li>• a media plan</li> <li>• Attention Interest Desire and Action (AIDA) model</li> <li>• Rossiter's model</li> </ul> |
| <b>Identification of promotional budgeting issues</b>                      | <p>may include</p> <ul style="list-style-type: none"> <li>• interest rates and cost of capital</li> <li>• credit availability</li> <li>• forecast trends of size, growth, age, income, and regional distribution of population as they effect the organisation</li> <li>• business and competitor characteristics</li> <li>• the influence of technology on the operations and services on the organisation's business costs</li> <li>• the costs of various media</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• typical promotional budgeting methods such as 'all you can afford', 'competitive parity', 'objective and task', and '% of sales' methods</li> </ul>  |
| <b>An integrated marketing communications approach</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• the process of developing an holistic plan for integrating the whole of the organisation's promotions in a cohesive manner</li> <li>• an understanding of marketing communications models</li> <li>• advertising</li> <li>• personal selling</li> <li>• promotions</li> <li>• publicity and public relations</li> <li>• electronic and print media</li> <li>• web marketing and e-commerce</li> <li>• impersonal, intra-personal and personal communications</li> </ul>   |
| <b>The sport and recreation industry</b>               | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to develop a marketing communication plan</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate the definition of marketing communications and concept of marketing communications mix</li> <li>○ demonstrate knowledge of communications models</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG401A Profile the market</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's marketing plan</li> <li>○ Organisation's products and services</li> <li>○ Data collection and analysing techniques</li> <li>○ Market mix</li> <li>○ The elements of marketing planning</li> <li>○ Basic financial records</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify relevant information, to write reports and to interpret internal and external information</li> <li>○ Communication including questioning, clarifying, reporting</li> <li>○ Research skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must take account of the endorsed assessment guidelines</li> <li>Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To draft a promotional brief</li> <li>• <b>Communicating ideas and information</b> - Through development of a marketing communications plan</li> <li>• <b>Planning and organising activities</b> - To gather data from a range of sources</li> <li>• <b>Working with teams and others</b> - To determine organisational requirements</li> <li>• <b>Using mathematical ideas and techniques</b> - To set the promotional budget</li> <li>• <b>Solving problems</b> - To determine the marketing communications mix</li> <li>• <b>Using technology</b> - To record and analyse data as required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                |
|------------|--------------------------------|
| BSBMKG504A | IMPLEMENT A MARKETING SOLUTION |
|            |                                |
| MKT        | Marketing                      |

**DESCRIPTION:** This unit covers briefing of personnel responsible for various aspects of the marketing plan and the coordination of marketing, promotional and sales activities to implement and evaluate a marketing solution.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Implement marketing strategies</b>             | <p>1.1 <b>Stakeholders</b> who participated in the marketing planning process are briefed on their roles and responsibilities in implementation</p> <p>1.2 Marketing and <b>non-marketing personnel</b> critical to the success of the marketing plan are identified and briefed on the objectives of the plan, performance measures, and their roles and responsibilities</p> <p>1.3 Marketing strategies are prioritised and resources identified for their implementation in accordance with organisational requirements</p> <p>1.4 Communication and team building strategies are implemented to ensure that personnel responsible for each element of the marketing mix work together to meet the organisation's marketing objectives</p> <p>1.5 Strategies for monitoring marketing activities and analysing marketing performance are implemented in accordance with the marketing plan</p> |
| <b>2 Monitor marketing strategies</b>               | <p>2.1 Promotional activity is monitored against communication objectives in the marketing plan</p> <p>2.2 Product, pricing and distribution decisions are monitored against organisational policy and the objectives of the marketing plan</p> <p>2.3 Marketing results are monitored against targets in the marketing plan</p> <p>2.4 Marketing revenue and costs are monitored against budget, and variations analysed and recorded</p> <p>2.5 Marketing reports are prepared and presented that indicate ongoing progress towards marketing objectives</p>   |
| <b>3 Evaluate and improve marketing performance</b> | <p>3.1 Marketing performance is assessed against objectives, and opportunities for improvement are identified through discussion with personnel responsible for each element of the <b>marketing mix</b></p> <p>3.2 Marketing performance evaluations and recommendations for improvement are documented in accordance with organisational requirements</p>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Key stakeholders</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• owner/s</li> <li>• board of directors</li> <li>• managers</li> <li>• supervisors</li> <li>• finance staff</li> <li>• Information Technology (IT) staff</li> <li>• production staff</li> <li>• human resource staff</li> <li>• marketing personnel</li> </ul>  |
| <b>Non-marketing personnel</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• sales manager</li> <li>• sales team</li> <li>• advertising personnel</li> <li>• public relations personnel</li> <li>• managers</li> <li>• supervisors</li> <li>• staff</li> </ul>   |
| <b>Marketing</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• marketing of goods</li> <li>• services marketing</li> <li>• ideas marketing</li> <li>• public sector marketing</li> <li>• direct marketing</li> <li>• telemarketing</li> <li>• business-to-business marketing</li> </ul>  |

|  |   |
|--|---|
| <b>Resources</b>                                     | <p>may include</p> <ul style="list-style-type: none"> <li>• human</li> <li>• financial</li> <li>• physical</li> <li>• technical</li> <li>• Information Technology (IT)</li> </ul>   |
| <b>Marketing mix</b>                                 | <p>may include</p> <ul style="list-style-type: none"> <li>• product or service variables such as <ul style="list-style-type: none"> <li>○ technical features</li> <li>○ design</li> <li>○ quality</li> <li>○ range</li> <li>○ safety features</li> </ul> </li> <li>• pricing</li> <li>• promotion</li> <li>• distribution</li> <li>• level of service</li> </ul>  |
| <b>Occupational Health and Safety considerations</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• health and safety of employees and public during marketing events</li> <li>• occupational violence</li> </ul>   |
| <b>The sport and recreation industry</b>             | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to implement a marketing solution</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate briefing notes, organisational communication and team building strategy, monitoring and evaluation report/s</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG405A Implement and monitor marketing activities</li> <li>○ BSBMKG505A Review marketing performance</li> <li>○ BSBMKG603A Manage the marketing process</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Product and service standards and best practice models</li> <li>○ Marketing objectives</li> <li>○ Marketing plans</li> <li>○ Concept of marketing mix</li> <li>○ Marketing performance measures</li> <li>○ Communication strategies</li> <li>○ Team building strategies</li> <li>○ Occupational Health and Safety</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify market information, to write in a range of styles for different audiences and to interpret legal requirements</li> <li>○ Communication skills including questioning, clarifying, reporting</li> <li>○ Numeracy skills for analysis of marketing performance and revenue and cost analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |



| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 3                               | 2                          | 3                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To monitor marketing performance</li> <li>• <b>Communicating ideas and information</b> - To brief personnel</li> <li>• <b>Planning and organising activities</b> - To evaluate marketing strategies</li> <li>• <b>Working with teams and others</b> - To implement marketing strategies</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse marketing performance</li> <li>• <b>Solving problems</b> - To recommend action in response to changed market conditions</li> <li>• <b>Using technology</b> - For data analysis, if necessary</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| BSBMKG505A | REVIEW MARKETING PERFORMANCE |
|            |                              |
| MKT        | Marketing                    |

**DESCRIPTION: This unit covers review of marketing performance through analysis of customer requirements, existing features of products/services, and market demand to improve performance.**

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Review customer requirements</b>              | 1.1 Customer requirements and preferences are confirmed through formal or informal <b>marketing research</b><br>1.2 The <b>market profile</b> describing the characteristics of the customer base is reviewed and confirmed as up-to-date<br>1.3 Customer reactions, satisfaction and feedback are analysed and trends identified  |
| <b>2 Confirm market demand</b>                     | 2.1 The need for <b>products or services</b> is researched and documented in accordance with organisational requirements<br>2.2 The target market and market segment are evaluated in line with customer characteristics   |
| <b>3 Review product/service features</b>           | 3.1 The nature and volume of products/services to be provided is assessed against customer demand<br>3.2 The contribution of each product/service to the business is determined<br>3.3 <b>Pricing variables, channels or distribution</b> and <b>level of customer service</b> are evaluated for their contribution to financial returns   |
| <b>4 Monitor and improve marketing performance</b> | 4.1 Performance is monitored progressively against the objectives of the business plan and <b>improvements</b> identified through consultation with staff and customers<br>4.2 Revenue and costs are monitored against budget, variations analysed and corrective action taken<br>4.3 Changing customer requirements are monitored and changes made to business practices to maintain the relevance and viability of the business<br>4.4 Changes in the market are analysed and their impact on business practice identified and responded to<br>4.5 Proposed changes and revised targets are communicated to staff to facilitate their implementation |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Marketing research</b>  | may include <ul style="list-style-type: none"> <li>• self generated</li> <li>• commissioned</li> <li>• draw on published material</li> <li>• sources of market information include:               <ul style="list-style-type: none"> <li>○ potential customers</li> <li>○ suppliers</li> <li>○ competitors</li> <li>○ the industry</li> <li>○ the community</li> </ul> </li> </ul>   |
| <b>Market profile</b>  | may include <ul style="list-style-type: none"> <li>• demographic data such as size</li> <li>• characteristics of the primary customers               <ul style="list-style-type: none"> <li>○ age group</li> <li>○ education</li> <li>○ experience</li> <li>○ background</li> <li>○ disposable income</li> <li>○ lifestyle</li> </ul> </li> <li>• expectations regarding quality, presentation and support services</li> </ul>           |
| <b>Products or services</b>  | may include <ul style="list-style-type: none"> <li>• goods or services or a combination of both</li> <li>• production of goods</li> <li>• delivery of goods</li> <li>• import and/or distribution of goods and services</li> <li>• management of other businesses</li> <li>• a single product/service line</li> <li>• a few similar versions of one product/service</li> <li>• a number of product/services</li> </ul>                   |

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| <b>Competitor analysis</b>       | <p>may include</p> <ul style="list-style-type: none"> <li>• number</li> <li>• size</li> <li>• location</li> <li>• range of quality, price and other features on which they compete</li> <li>• recent growth of competition</li> <li>• possible barriers to entry to the market</li> </ul>  |
| <b>Pricing variables</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• price point chosen</li> <li>• cost plus margin</li> <li>• relative to competitors</li> <li>• demand orientation</li> <li>• credit terms</li> <li>• discount structure</li> <li>• leasing arrangements</li> <li>• sales, eg, end of season etc</li> <li>• special offers</li> <li>• financial deals</li> <li>• stage payments</li> <li>• cost of ownership</li> <li>• residual value</li> <li>• psychological elements</li> </ul> |
| <b>Channels of distribution</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• e-business</li> <li>• self-service</li> <li>• wholesale</li> <li>• retail</li> <li>• distributor</li> <li>• delivery service</li> <li>• mail order</li> <li>• telesales</li> <li>• dealer</li> <li>• re-seller</li> <li>• franchisee</li> </ul>  |
| <b>Level of customer service</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• self-help - no customer service</li> <li>• sales assistance for problems/queries only</li> <li>• one-on-one personal service</li> <li>• after sales service</li> <li>• call centre support</li> <li>• electronic customer service</li> </ul>   |

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| <b>Business improvements</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• greater penetration of existing markets with existing products</li> <li>• development of new products for existing markets</li> <li>• development of new markets for existing products</li> <li>• development of new products for new markets</li> <li>• best practice management approaches</li> <li>• property plan reviews</li> <li>• development of mechanisms for reaching new markets or servicing existing markets, eg, e-commerce</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to review marketing performance</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate the outcomes of review on product mix, pricing, distribution and service</li> <li>○ demonstrate the rationale for choice of improvement/s to be pursued</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG504A Implement a marketing solution</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business structure, products and services</li> <li>○ Business plans and objectives</li> <li>○ Performance measures</li> <li>○ Communication strategies</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to research information, to write in a range of styles for different audiences and to interpret market data</li> <li>○ Communication skills including questioning, clarifying, reporting, relating to different audiences</li> <li>○ Numeracy skills for data analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must take account of the endorsed assessment guidelines</li> <li>Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 2                               | 2                          | 2                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To establish customer requirements</li> <li>• <b>Communicating ideas and information</b> - To facilitate implementation of changes</li> <li>• <b>Planning and organising activities</b> - To establish market demand</li> <li>• <b>Working with teams and others</b> - To improve business performance</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse market data</li> <li>• <b>Solving problems</b> - To determine optimal mix of products and services</li> <li>• <b>Using technology</b> - To store and analyse customer profile information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                              |
|------------|------------------------------|
| BSBMKG601A | DEVELOP MARKETING STRATEGIES |
|            |                              |
| MKT        | Marketing                    |

**DESCRIPTION: This unit covers scoping marketing opportunities and the development of marketing strategies.**

| ELEMENT                                | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Scope marketing opportunities</b> | <p>1.1 <b>Marketing opportunities</b> are identified and analysed in terms of their viability and likely contribution to the business</p> <p>1.2 An assessment of <b>external factors</b>, costs, benefits, risks and opportunities is used to determine the scope of each marketing opportunity</p> <p>1.3 Opportunities are analysed in terms of their likely fit with the organisation's goals and capabilities</p> <p>1.4 Each opportunity is evaluated to determine its likely impact on current business and customer base</p>   |
| <b>2 Develop marketing strategies</b>  | <p>2.1 The characteristics of the business, its existing key products or services, <b>marketing performance</b> and any new marketing opportunities are analysed to determine a focus for marketing activities</p> <p>2.2 Characteristics of the customer base and <b>target market/s</b> are evaluated as a basis for <b>marketing strategies</b></p> <p>2.3 Marketing objectives and strategies are determined in consultation with <b>key stakeholders</b> and are compatible with the direction, purpose and values of the business</p> <p>2.4 Marketing strategies address the aim and targets of the organisation's business plan</p> <p>2.5 Marketing strategies meet <b>legal and ethical requirements</b></p> |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>   |
| <b>Marketing opportunities</b>   | may include <ul style="list-style-type: none"> <li>• new businesses</li> <li>• takeovers</li> <li>• potential for greater penetration of existing markets with existing products or services</li> <li>• new products or services for existing markets</li> <li>• new products or services for new markets</li> <li>• extending, expanding or otherwise changing an existing business</li> <li>• joint ventures</li> <li>• cooperative ventures</li> <li>• strategic alliances</li> <li>• franchising</li> <li>• exports</li> </ul> |
| <b>External factors</b>  | may include <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act</li> <li>• regulations</li> <li>• codes of practice</li> <li>• policies and guidelines</li> </ul>  |
| <b>Marketing performance analysis</b>                                      | may include <ul style="list-style-type: none"> <li>• product portfolio analysis</li> <li>• comparative analysis</li> <li>• competitive analysis</li> <li>• life cycle models</li> <li>• strengths-weaknesses-opportunities-threats (SWOT) analysis</li> <li>• value chain analysis</li> </ul>  |

|   |   |
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| <b>Marketing strategies</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• product design and packaging</li> <li>• pricing, presentation and display of products/services</li> <li>• promotion and advertising</li> <li>• product range and mix</li> <li>• distribution</li> <li>• achieving lower costs of production and distribution than competitors</li> <li>• pursuing cost leadership and/or product differentiation within a specialist market segment</li> <li>• creating a very different product line or service so that the business becomes a class leader in the industry</li> </ul> |
| <b>Information on the target audience</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• demographics</li> <li>• lifestyle</li> <li>• social and cultural factors</li> <li>• values or attitude factors</li> <li>• existing product usage</li> </ul>   |
| <b>Key stakeholders</b>                   | <p>may include</p> <ul style="list-style-type: none"> <li>• owner/s</li> <li>• board of directors</li> <li>• accountant</li> <li>• staff</li> <li>• managers</li> <li>• supervisors</li> <li>• marketing personnel</li> <li>• sub-contractors</li> <li>• strategic business partners</li> <li>• clients</li> </ul>  |
| <b>Legal and ethical requirements</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act, Occupational Health and Safety legislation</li> <li>• regulations</li> <li>• codes of practice</li> <li>• ethical principles</li> <li>• policies and guidelines</li> <li>• society's expectations</li> <li>• cultural expectations and influences</li> <li>• social responsibilities</li> <li>• safety issues</li> <li>• security and privacy issues</li> <li>• environmental issues</li> </ul>   |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to develop marketing strategies</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate the rationale for evaluation and scoping of opportunities and choice of marketing strategies</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business structure, products and services</li> <li>○ Data collection and analysis techniques</li> <li>○ Organisation's marketing plan</li> <li>○ Business goals and objectives</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify company and product/service information, to write in a range of styles for different audiences and to interpret legal requirements, company policies and procedures</li> <li>○ Communication including questioning, clarifying, reporting</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>  |

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| <b>Consistency in performance</b> | <ul style="list-style-type: none"><li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li></ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"><li>• 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</li><li>• Assessment must take account of the endorsed assessment guidelines</li><li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li><li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li></ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - On the characteristics of the business and the market</li> <li>• <b>Communicating ideas and information</b> - To key stakeholders</li> <li>• <b>Planning and organising activities</b> - To develop marketing strategies</li> <li>• <b>Working with teams and others</b> - To develop strategies in consultation with key stakeholders</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse and interpret information</li> <li>• <b>Solving problems</b> - To select the strategies which best fit the organisation</li> <li>• <b>Using technology</b> - For information storage and analysis, as required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                          |
|------------|--------------------------|
| BSBMKG602A | DEVELOP A MARKETING PLAN |
|            |                          |
| MKT        | Marketing                |

**DESCRIPTION: This unit covers the development and presentation (for approval) of a marketing plan including objectives, strategies, activities and resources over the areas of market research, product or service development, finance, advertising, sales, distribution, public relations and training.**

| ELEMENT                                 | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Identify strategic direction</b>   | <p>1.1 The organisation's mission, vision, purpose and values are confirmed through accessing up-to-date organisational materials and/or discussions with owner/s, director/s or senior management</p> <p>1.2 <b>Strategic</b> organisational <b>documents</b> are analysed to identify directions and targets</p> <p>1.3 A <b>situational analysis</b> is completed that identifies factors impacting on the direction and performance of the business</p> <p>1.4 <b>Legal and ethical requirements</b> for the organisation are identified</p> <p>1.5 The strategic direction of the organisation is documented and confirmed with owner/s, director/s or senior management and its impact on marketing activities identified</p>  |
| <b>2 Review marketing performance</b>   | <p>2.1 The effectiveness of previous marketing and positioning strategies is evaluated to identify lessons learned</p> <p>2.2 Current key products or services and major markets are analysed for strengths, weaknesses, opportunities and threats</p> <p>2.3 Previous marketing opportunities are evaluated and their profitability examined and documented</p> <p>2.4 <b>Marketing performance</b> is evaluated against previous objectives and targets to identify critical success factors and areas for improvement</p>   |
| <b>3 Formulate marketing objectives</b> | <p>3.1 Objectives are developed in consultation with <b>key stakeholders</b>, are attainable, measurable and identify the nature and extent of what is to be achieved</p> <p>3.2 Objectives are consistent with the forecast needs of the business and the market</p> <p>3.3 Objectives are compatible with the organisation's projected capabilities, resources and financial position</p> <p>3.4 Objectives are compatible with the organisation's direction and purpose and meet legal and ethical requirements</p>   |
| <b>4 Devise marketing strategies</b>    | <p>4.1 Options are identified that address agreed objectives, and their risks and returns are evaluated in the process of selection</p> <p>4.2 Strategies address strengths and opportunities and are within the organisation's projected capabilities and resources</p> <p>4.3 Where gaps exist between current capability and marketing objectives, strategies address ways of increasing resources and/or organisational expertise</p> <p>4.4 <b>Marketing strategies</b> are feasible and accompanied by supporting information that justifies their selection</p> <p>4.5 Strategies are compatible with the organisation's strategic direction</p> <p>4.6 A review strategy is included to address on-going review of organisational performance against marketing objectives</p> |
| <b>5 Plan marketing tactics</b>         | <p>5.1 Tactics to implement each marketing strategy are detailed in terms of scheduling, costing, accountabilities and responsible person/s</p>  |



|  |  |
|--|--|
|  | <p>5.2 Coordination and monitoring mechanisms are identified for scheduled activities</p> <p>5.3 Tactics are achievable within the organisation's projected capabilities</p> <p>5.4 Tactics meet legal, ethical and budgetary requirements</p> <p>5.5 Tactics provide for on-going review of performance against objectives and budgets and for marketing targets to be adjusted if necessary</p>  |
| <p><b>6 Prepare and present a marketing plan</b></p> | <p>6.1 The plan meets organisational as well as marketing objectives and incorporates <i>marketing approaches</i>, and strategic <i>marketing mix</i></p> <p>6.2 The plan contains a rationale for objectives and information that supports that choice of strategies and tactics</p> <p>6.3 The plan is presented for approval in the required format and timeframe</p> <p>6.4 The plan is adjusted in response to feedback from key stakeholders and disseminated for implementation within the required timeframe</p> |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>                                  |
| <b>Strategic documents</b>   | may include <ul style="list-style-type: none"> <li>• strategic plans</li> <li>• strategic marketing plans</li> <li>• annual reports</li> <li>• company policy</li> <li>• customer service charter</li> <li>• codes of practice</li> <li>• security and privacy policies</li> </ul>  |
| <b>Situational analysis</b>  | may include <ul style="list-style-type: none"> <li>• productivity/profitability analysis</li> <li>• competitive analysis</li> <li>• environmental analysis</li> <li>• market measurements</li> <li>• market analysis</li> </ul>   |
| <b>Legal and ethical requirements</b>                                      | may include <ul style="list-style-type: none"> <li>• legislation, eg, Trade Practices Act</li> <li>• regulations</li> <li>• codes of practice</li> <li>• ethical principles</li> <li>• policies and guidelines</li> <li>• society's expectations</li> <li>• cultural expectations and influences</li> <li>• social responsibilities</li> <li>• health and safety of workplace personnel</li> <li>• security and privacy issues</li> <li>• environmental issues</li> </ul> |

|   |  |
|---|--|
| <b>Marketing performance evaluation</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• product portfolio analysis</li> <li>• comparative analysis</li> <li>• competitive analysis</li> <li>• life cycle models</li> <li>• strengths-weaknesses-opportunities-threats (SWOT) analysis</li> <li>• value chain analysis</li> </ul>   |
| <b>Marketing objectives</b>             | <p>are</p> <ul style="list-style-type: none"> <li>• quantitative statements in terms of: <ul style="list-style-type: none"> <li>○ profit</li> <li>○ volume</li> <li>○ value</li> <li>○ market share</li> </ul> </li> <li>• usually stated by <ul style="list-style-type: none"> <li>○ product</li> <li>○ segment</li> <li>○ overall</li> </ul> </li> </ul>   |
| <b>Key stakeholders</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• owner/s</li> <li>• board of directors</li> <li>• managers</li> <li>• supervisors</li> <li>• finance staff</li> <li>• marketing personnel</li> <li>• human resource staff</li> <li>• Information Technology (IT) staff</li> <li>• production staff</li> </ul>   |
| <b>Marketing strategies</b>             | <ul style="list-style-type: none"> <li>• state how marketing objectives will be achieved</li> <li>• may include <ul style="list-style-type: none"> <li>○ status quo</li> <li>○ intense growth</li> <li>○ integrated growth</li> <li>○ diversification</li> <li>○ market penetration</li> <li>○ product or market development</li> </ul> </li> <li>• may address <ul style="list-style-type: none"> <li>○ product</li> <li>○ price</li> <li>○ promotion</li> <li>○ distribution</li> <li>○ demand</li> <li>○ target market</li> </ul> </li> </ul> |

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| <b>Marketing approaches</b>                          | may include <ul style="list-style-type: none"> <li>• mass marketing</li> <li>• mass distribution</li> <li>• differentiated target marketing</li> <li>• product variety marketing</li> <li>• e-business</li> </ul>  |
| <b>Marketing mix</b>                                 | may include <ul style="list-style-type: none"> <li>• product or service variables such as             <ul style="list-style-type: none"> <li>○ technical features</li> <li>○ design</li> <li>○ quality</li> <li>○ range</li> <li>○ safety features</li> </ul> </li> <li>• pricing</li> <li>• promotion</li> <li>• distribution</li> <li>• level of service</li> </ul>  |
| <b>Occupational Health and Safety considerations</b> | may include <ul style="list-style-type: none"> <li>• health and safety of employees and public during marketing events</li> </ul>  |
| <b>The sport and recreation industry</b>             | covers <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

**Evidence Guide**

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to develop a marketing plan</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate the preparation and presentation of a marketing plan that addresses the needs of the business and the market</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG502A Establish and adjust the marketing mix</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's business structure, products and services</li> <li>○ Strategic, operational and tactical plans</li> <li>○ Legal and ethical requirements</li> <li>○ Market performance evaluation methodologies</li> <li>○ Marketing strategies and approaches</li> <li>○ Strength Weakness Opportunities Threats (SWOT) analysis</li> <li>○ Scheduling and costing</li> <li>○ Concept of marketing mix</li> <li>○ Occupational Health and Safety management, eg, manage health and safety hazards and risks</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify market information, to write in a range of styles for different audiences and to interpret legal requirements</li> <li>○ Communication skills including questioning, clarifying, reporting</li> <li>○ Numeracy skills for data analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>○ Planning and evaluation</li> </ul> </li> </ul> |

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|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 2                          | 3                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To review previous performance</li> <li>• <b>Communicating ideas and information</b> - Through the development and presentation of a marketing plan</li> <li>• <b>Planning and organising activities</b> - To schedule tactics and activities to address strategies and objectives</li> <li>• <b>Working with teams and others</b> - To gain stakeholder approval</li> <li>• <b>Using mathematical ideas and techniques</b> - To schedule and cost activities</li> <li>• <b>Solving problems</b> - To determine strategies that best fit the needs and goals of the organisation</li> <li>• <b>Using technology</b> - For data analysis, scheduling and costing if required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| BSBMKG603A | MANAGE THE MARKETING PROCESS |
|            |                              |
| MKT        | Marketing                    |

**DESCRIPTION: This unit covers strategic management of the marketing process and the management of marketing personnel.**

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Formulate strategic marketing objectives</b> | 1.1 The organisation's strategic direction is confirmed and its impact on marketing activities identified<br>1.2 Marketing performance is reviewed and key result areas of strategic significance identified<br>1.3 A situational analysis is undertaken to identify future marketing opportunities<br>1.4 The <b>legal, ethical and environmental constraints</b> of the market are identified and their effect on marketing objectives determined<br>1.5 <b>Long term</b> strategic objectives and related key performance indicators are formulated by product or service, market segment and overall<br>1.6 A <b>risk management strategy</b> is developed to manage contingencies and ensure marketing objectives are met in accordance with overall organisational requirements |
| <b>2 Manage marketing performance</b>             | 2.1 Marketing effort is managed to ensure it is directed towards areas of greatest potential for the organisation<br>2.2 The integration of marketing, promotional and sales activities is managed in accordance with strategic marketing objectives<br>2.3 Product, pricing and distribution policies are monitored in relation to market changes, the objectives of the marketing plan and organisational requirements<br>2.4 Overall marketing progress is monitored against performance targets to ensure activity, quality, cost and time requirements are met   |
| <b>3 Manage marketing personnel</b>               | 3.1 Strategic marketing objectives are communicated across the organisation in ways suited to the levels of knowledge, experience and any specific needs of personnel<br>3.2 The roles, responsibilities and accountabilities of staff and contractors involved in all elements of the marketing effort are identified and agreed<br>3.3 A communication strategy is developed to ensure that personnel responsible for each element of the <b>marketing mix</b> work together to meet the organisation's marketing objectives<br>3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard<br>3.5 Performance gaps are identified and corrective action instigated promptly to safeguard marketing outcomes                         |



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| <b>4 Evaluate and improve strategic marketing performance</b> | <ul style="list-style-type: none"><li>4.1 Marketing outcomes are analysed and strategic objectives reviewed and/or revised in response</li><li>4.2 Successes and performance gaps are analysed as to cause and effect and used to improve strategic performance</li><li>4.3 Over-performance against targets is analysed for trends, and new targets set</li><li>4.4 Changes in market phenomena are analysed and their impact on strategic marketing objectives identified and documented</li><li>4.5 Review of marketing performance against key performance indicators is documented in accordance with organisational requirements</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Long term</b>   | may be <ul style="list-style-type: none"> <li>• three to five years</li> </ul>   |
| <b>Risk management strategy</b>  | may include <ul style="list-style-type: none"> <li>• managing risks to health and safety of workplace personnel and public/visitors</li> <li>• risk identification</li> <li>• risk analysis</li> <li>• risk assessment and prioritisation</li> <li>• risk treatment</li> <li>• risk maintenance</li> </ul>   |
| <b>Marketing mix</b>   | may include <ul style="list-style-type: none"> <li>• product or service variables such as               <ul style="list-style-type: none"> <li>○ technical features</li> <li>○ design</li> <li>○ quality</li> <li>○ range</li> <li>○ safety features</li> </ul> </li> <li>• pricing</li> <li>• promotion</li> <li>• distribution</li> <li>• level of service</li> </ul>  |

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|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to manage the marketing process</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ document strategic marketing objectives, risk management strategy and evaluation report</li> <li>○ demonstrate evidence of successful handling of performance gaps</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG504A Implement a marketing solution</li> <li>○ BSBMKG604A Develop and manage direct marketing campaigns</li> <li>○ BSBMKG606A Manage international marketing programs</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's product and services</li> <li>○ Strategic marketing</li> <li>○ Strategic marketing plans</li> <li>○ Strategic objectives</li> <li>○ Key performance indicators</li> <li>○ Inter-relationship of elements of the marketing mix</li> <li>○ Performance management</li> <li>○ Marketing performance measures</li> <li>○ Competitive analysis</li> <li>○ Risk management</li> <li>○ Communication strategies</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify strategic information, to write in a range of styles for different audiences and to interpret market data</li> <li>○ Communication skills including questioning, clarifying, reporting, relating to different audiences</li> <li>○ Numeracy skills for data analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

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| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 3                               | 2                          | 3                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To formulate strategic objectives</li> <li>• <b>Communicating ideas and information</b> - To gain commitment to strategic marketing objectives</li> <li>• <b>Planning and organising activities</b> - To evaluate and improve outcomes</li> <li>• <b>Working with teams and others</b> - To integrate marketing performance across the organisation</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse performance data</li> <li>• <b>Solving problems</b> - To identify and act on successes and performance gaps</li> <li>• <b>Using technology</b> - For data analysis and report writing if necessary</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| BSBMKG604A | DEVELOP AND MANAGE DIRECT MARKETING CAMPAIGNS |
|            |   |
| MKT        | Marketing                                     |

**DESCRIPTION: This unit covers development, production, implementation, management and evaluation of direct marketing campaigns.**

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Develop direct marketing strategies</b>                      | 1.1 Customer acquisition strategies are developed that include objectives related to numbers of new customers, cost of recruiting, media options, and promotional activities within an overall budget<br>1.2 Customer retention strategies are developed that relate to customer needs and wants, customer buying patterns, opportunities for up-selling or cross-selling and customer renewals/reactivation<br>1.3 Customer loyalty strategies are developed that address relationship marketing objectives and contribute to long term partnerships   |
| <b>2 Develop a marketing plan for a direct marketing campaign</b> | 2.1 The marketing plan identifies the purpose of the campaign, and objectives that relate to relationship building, <b>processes, media options</b> , outcomes and criteria for reporting, analysis and evaluation<br>2.2 The marketing plan includes production and campaign schedules that identify tasks, implementation sequence, timelines and responsibilities in accordance with the campaign brief<br>2.3 The marketing plan includes implementation objectives and deadlines negotiated and agreed with suppliers<br>2.4 The marketing plan identifies a strategy for assessing campaign viability prior to implementation and establishes a campaign budget in accordance with the requirements of the campaign brief |
| <b>3 Manage direct marketing campaign production processes</b>    | 3.1 Production processes are scheduled and suppliers selected and engaged in accordance with the requirements of the marketing plan<br>3.2 Production activities are monitored against scheduling and budgetary requirements and likely variations approved in accordance with organisational policy and procedures<br>3.3 The outputs from the production process meet the requirements of the production schedule, campaign brief and the marketing plan  |
| <b>4 Direct campaign implementation</b>                           | 4.1 A campaign implementation strategy is negotiated that outlines implementation tasks and timelines and includes a contingency plan for dealing with omissions and errors<br>4.2 Processes for customers to respond to the campaign and receive products or services are implemented and monitored in accordance with the campaign brief and <b>legal and ethical requirements</b>  |

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| <b>5 Evaluate direct marketing campaign effectiveness</b> | <p>5.1 Campaign results are measured against marketing and budgetary performance criteria and forecasts, and the extent of success is documented in accordance with organisational requirements</p> <p>5.2 <b>Measurements and calculations</b> are performed on data relating to components and costs of the campaign, and the significance of the results interpreted and recorded in accordance with organisational requirements</p> <p>5.3 Pre-campaign assessments and predictions are compared with campaign results to determine their accuracy and recommendations are made to improve future forecasting</p> <p>5.4 A campaign evaluation report is prepared in accordance with organisational requirements</p> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Processes</b>   | may include <ul style="list-style-type: none"> <li>• use of databases</li> <li>• data mining</li> <li>• in depth examination of mail packages</li> <li>• phone technology</li> <li>• use of experiments</li> <li>• campaign testing</li> </ul>   |
| <b>Media options</b>   | may include <ul style="list-style-type: none"> <li>• direct mail</li> <li>• newspapers</li> <li>• magazines</li> <li>• catalogues</li> <li>• coupons</li> <li>• television</li> <li>• radio</li> <li>• telephone</li> <li>• internet</li> <li>• e-mail</li> </ul>  |
| <b>Measurements and calculations</b>                                       | may include <ul style="list-style-type: none"> <li>• response rate</li> <li>• conversion rate</li> <li>• gross sales value</li> <li>• net sales value</li> <li>• cost per sale</li> <li>• cost per response</li> <li>• breakeven</li> <li>• allowable cost/s</li> <li>• lifetime value, eg, best customer</li> <li>• lifetime value, eg, average customer</li> <li>• campaign value</li> <li>• net campaign contribution</li> </ul>      |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• return on investment</li></ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to develop and manage direct marketing campaigns</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate supporting arguments for interpretation of measurements and calculations</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG603A Manage the marketing process</li> <li>○ BSBMKG606A Manage international marketing programs</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's products and services</li> <li>○ Organisation's business and marketing plan</li> <li>○ Legal and ethical requirements</li> <li>○ Direct marketing campaign briefs</li> <li>○ Media options</li> <li>○ Campaign contingencies</li> <li>○ Marketing planning</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret requirements from the campaign brief and establish contracts and report writing skills</li> <li>○ Communication including questioning, clarifying, reporting</li> <li>○ Numeracy skills for budgeting and scheduling</li> <li>○ Project management skills for monitoring contracts</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 3                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To evaluate campaign effectiveness</li> <li>• <b>Communicating ideas and information</b> - To negotiate with suppliers</li> <li>• <b>Planning and organising activities</b> - To implement the campaign</li> <li>• <b>Working with teams and others</b> - To manage the production process</li> <li>• <b>Using mathematical ideas and techniques</b> - To negotiate prices and monitor budgets</li> <li>• <b>Solving problems</b> - To deal with variations to the direct marketing campaign</li> <li>• <b>Using technology</b> - To record data and carry out calculations if required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| BSBMKG605A | EVALUATE INTERNATIONAL MARKETING OPPORTUNITIES |
|            |  |
| MKT        | Marketing                                      |

**DESCRIPTION: This unit covers evaluating the international environment, identifying market factors and risks, and assessing the viability of international marketing opportunities.**

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Review the global market environment</b>                                      | 1.1 International trade patterns are assessed and their likely importance for the business identified<br>1.2 Multi-national business and e-commerce markets are researched and opportunities to enter, shape or influence the market are assessed in terms of likely contribution to the business<br>1.3 International markets operating under free trade and/or protectionist arrangements are identified and the likely ease of entering and trading successfully estimated<br>1.4 <b>International trade</b> policies and <b>agreements</b> are identified and their likely impact on international marketing opportunities estimated   |
| <b>2 Assess international business and e-commerce market factors</b>               | 2.1 Economic and political factors affecting the international market are identified and analysed for their potential impact on international marketing opportunities<br>2.2 <b>Social and cultural factors</b> affecting the international market are identified and analysed for their potential impact on international marketing opportunities<br>2.3 International market trends and developments are investigated to identify market needs relative to the business<br>2.4 New and emerging business and e-commerce markets are identified and opportunities to enter, shape or influence the markets are assessed in terms of their fit with business goals and direction and their likely contribution to the business |
| <b>3 Identify risk factors for international marketing opportunities</b>           | 3.1 Political and financial stability and corruption risks for the potential market are analysed and rated as acceptable or not<br>3.2 Legal and regulatory requirements and trade barriers for the potential market are analysed and rated as acceptable or not<br>3.3 Risk factors are related to international business cycles in terms of <b>economic conditions</b> , and their impact is estimated for the potential market  |
| <b>4 Investigate international business and e-commerce marketing opportunities</b> | 4.1 Opportunities are identified and analysed in terms of their likely fit with the organisation's goals and capabilities<br>4.2 Each opportunity is evaluated to determine its impact on current business and customer base<br>4.3 An assessment of costs, benefits, risks and opportunities is used to determine the financial viability of each marketing opportunity<br>4.4 Probable return on investment and potential competitors are determined<br>4.5 Marketing opportunities are described and ranked in terms of their viability and likely contribution to the business   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>International trade agreements</b>                                      | may include <ul style="list-style-type: none"> <li>• General Agreement on Tariffs and Trade (GATT)</li> </ul>   |
| <b>International business and e-commerce market factors</b>                | may include <ul style="list-style-type: none"> <li>• trade relations with Australia</li> <li>• level of economic development</li> <li>• industrial structure</li> <li>• growth factor/s</li> <li>• investment rates</li> <li>• technology and telecommunications infrastructure</li> <li>• cost of funds</li> <li>• currency exchange rates</li> <li>• interest rates</li> <li>• trade restrictions</li> <li>• tariffs</li> <li>• distribution channels</li> <li>• political systems</li> <li>• social and cultural factors</li> <li>• incentives</li> <li>• government assistance</li> <li>• trade groupings</li> <li>• geographical groupings</li> <li>• cultural and political groupings</li> <li>• on-line customer groupings</li> <li>• virtual communities</li> <li>• customer service factors</li> </ul> |

|  |   |
|--|---|
| <b>Social and cultural factors</b>           | may include <ul style="list-style-type: none"> <li>• social values</li> <li>• family role and status</li> <li>• traditions</li> <li>• preferences</li> <li>• behaviours</li> <li>• language</li> <li>• customs</li> <li>• currency</li> <li>• political system</li> <li>• legal system</li> </ul>   |
| <b>Risk factors</b>                          | may include <ul style="list-style-type: none"> <li>• political stability</li> <li>• financial stability</li> <li>• legal and regulatory requirements</li> <li>• work factors</li> <li>• cultural factors</li> <li>• language factors</li> <li>• available technology</li> <li>• telecommunications infrastructure</li> <li>• resource capability and capacity</li> <li>• resource availability, sustainability and management</li> <li>• logistics</li> <li>• transportation systems</li> <li>• communication systems</li> <li>• trade barriers</li> <li>• corruption risks</li> <li>• legal risks in selling goods and services on-line to the international market</li> </ul> |
| <b>Economic conditions</b>                   | may include <ul style="list-style-type: none"> <li>• prosperity</li> <li>• recession</li> <li>• depression</li> <li>• recovery</li> </ul>   |
| <b>International marketing opportunities</b> | may include <ul style="list-style-type: none"> <li>• exporting</li> <li>• licensing</li> <li>• agents</li> <li>• intermediaries</li> <li>• joint ventures</li> <li>• strategic alliances</li> <li>• direct investment</li> <li>• on-line business opportunities</li> </ul>  |



|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to evaluate international marketing opportunities</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ organise supporting evidence for decisions about likely impact of factors, probable return on investment and market viability of international marketing opportunities</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG501A Evaluate marketing opportunities</li> <li>○ BSBMKG606A Manage international marketing programs</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's products and services</li> <li>○ Organisation's business and marketing plan</li> <li>○ Research processes for international markets</li> <li>○ Cross-cultural communication</li> <li>○ International business protocols</li> <li>○ E-Commerce</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify and evaluate information, and to interpret cultural issues</li> <li>○ Communication including questioning, clarifying and reporting</li> <li>○ Research and evaluation skills</li> <li>○ Computer technology skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 2                          | 3                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To identify international market factors</li> <li>• <b>Communicating ideas and information</b> - To rank marketing opportunities</li> <li>• <b>Planning and organising activities</b> - To research multinational markets</li> <li>• <b>Working with teams and others</b> - To gather information on the international business environment</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse data and draw conclusions</li> <li>• <b>Solving problems</b> - To assess the viability of international marketing opportunities</li> <li>• <b>Using technology</b> - For investigating international marketing opportunities in an on-line environment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| BSBMKG606A | MANAGE INTERNATIONAL MARKETING PROGRAMS |
|            |   |
| MKT        | Marketing                               |

**DESCRIPTION: This unit covers strategic management of international marketing programs, including setting objectives, determining marketing approach and structuring the international marketing organisation.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Formulate international marketing objectives</b> | 1.1 Viable international marketing opportunities are selected and objectives developed that are consistent with the organisations capabilities and resources<br>1.2 International marketing objectives are identified that are consistent with the organisation's strategic direction, are measurable and identify the nature and extent of what is to be achieved in the international market<br>1.3 Strategic objectives and related key performance indicators are formulated by product or service, country or <b>international grouping</b> , and overall<br>1.4 A <b>risk management strategy</b> is developed to manage contingencies and ensure marketing objectives are met in accordance with overall organisational requirements  |
| <b>2 Determine international marketing approach</b>   | 2.1 International marketing opportunities are researched and global or customised approaches are determined for product/service promotion<br>2.2 Options for choice of <b>marketing approach/es</b> are evaluated<br>2.3 A marketing approach is selected that meets marketing objectives, international market conditions and consumer preferences  |
| <b>3 Determine operational structures</b>             | 3.1 Business culture and consumer preferences are evaluated and compatible marketing strategies identified<br>3.2 Options for operational marketing structure are identified and ranked in terms of their <b>strengths and weaknesses</b> in servicing international markets<br>3.3 An operational structure is chosen that best fits the international market and the product/service   |
| <b>4 Manage international marketing performance</b>   | 4.1 International marketing objectives are communicated across the organisation in ways suited to the culture, customs, levels of knowledge, experience and any specific needs of personnel<br>4.2 The roles, responsibilities and accountabilities of staff and contractors involved in all elements of the marketing effort are identified and agreed<br>4.3 A communication strategy is developed to ensure that personnel responsible for each element of the <b>marketing mix</b> work together to meet the organisation's marketing objectives<br>4.4 Marketing effort is managed to ensure it is directed towards areas of greatest potential for the organisation<br>4.5 The integration of marketing, promotional and any sales activities is managed in accordance with international marketing objectives |

|   |   |
|---|---|
| <b>5 Evaluate and improve international marketing performance</b> | <ul style="list-style-type: none"><li>5.1 Product, pricing and distribution policies are monitored in relation to market changes, the objectives of the marketing plan and organisational requirements</li><li>5.2 Overall marketing progress is monitored against performance targets to ensure activity, quality, cost, and time requirements are met</li><li>5.3 Marketing outcomes are analysed and marketing objectives reviewed and/or revised in response</li><li>5.4 Successes and performance gaps are analysed as to cause and effect and used to improve international marketing performance</li><li>5.5 Changes in market phenomena are analysed and their potential impact on international marketing objectives identified and documented</li><li>5.6 Review of marketing performance against key performance indicators is documented in accordance with organisational requirements</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>   | <b>CATEGORIES</b>   |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>   |
| <b>International grouping</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• trade groupings</li> <li>• geographical groupings</li> <li>• cultural groupings</li> <li>• political groupings</li> <li>• on-line virtual communities</li> </ul>  |
| <b>Risk management strategy</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• risk identification</li> <li>• risk analysis</li> <li>• risk assessment and prioritisation</li> <li>• risk treatment</li> <li>• risk maintenance</li> </ul>   |
| <b>Risk factors</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• political stability</li> <li>• financial stability</li> <li>• legal and regulatory requirements</li> <li>• work factors</li> <li>• cultural factors</li> <li>• language factors</li> <li>• available technology</li> <li>• telecommunications infrastructure</li> <li>• resource capability and capacity</li> <li>• resource availability, sustainability and management</li> <li>• logistics</li> <li>• transportation systems</li> <li>• communication systems</li> <li>• trade barriers</li> <li>• corruption risks</li> </ul> |
| <b>Marketing approach</b>  | <p>may include</p>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• global</li> <li>• customised</li> <li>• on-line</li> <li>• product or promotion standardisation</li> <li>• product or promotion adaptation</li> <li>• segmentation by criteria which are: <ul style="list-style-type: none"> <li>○ geographic</li> <li>○ demographic</li> <li>○ psychographic</li> <li>○ behavioural</li> <li>○ end use</li> <li>○ operational</li> </ul> </li> </ul> |
| <b>Operational structures</b>                           | <p>may include</p> <ul style="list-style-type: none"> <li>• on-line business operation</li> <li>• overseas branch</li> <li>• export operation</li> <li>• licensing</li> <li>• subsidiary company</li> <li>• multi-national organisation</li> <li>• joint venture</li> <li>• strategic alliance</li> <li>• global organisation</li> </ul>   |
| <b>Strengths and weaknesses of marketing structures</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• accessibility</li> <li>• research capability</li> <li>• market capability</li> <li>• manufacturing capability</li> <li>• financial factors</li> <li>• distribution channels</li> <li>• resource commitment</li> <li>• risk control</li> <li>• potential profit factors</li> </ul>  |
| <b>Marketing mix</b>                                    | <p>may include</p> <ul style="list-style-type: none"> <li>• product or service variables such as <ul style="list-style-type: none"> <li>○ technical features</li> <li>○ design</li> <li>○ quality</li> <li>○ range</li> <li>○ safety features</li> </ul> </li> <li>• pricing</li> <li>• promotion</li> <li>• distribution</li> <li>• level of service</li> </ul>   |



|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|---|

## Evidence Guide

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

|  |  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to manage international marketing programs</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ organise supporting rationale for choice of marketing objectives, approach and operational structure</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMKG603A Manage the marketing process</li> <li>○ BSBMKG604A Develop and manage direct marketing campaigns</li> <li>○ BSBMKG605A Evaluate international marketing opportunities</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's products and services</li> <li>○ Strategic marketing and marketing objectives</li> <li>○ Organisation's marketing plan</li> <li>○ Strategic marketing plans</li> <li>○ Key performance indicators</li> <li>○ Inter-relationship of elements of the marketing mix</li> <li>○ Performance management</li> <li>○ Marketing performance measures</li> <li>○ Risk management</li> <li>○ Communication strategies</li> <li>○ E-commerce</li> <li>○ Cross-cultural communication</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify strategic information, to write in a range of styles for different audiences and to interpret market data</li> <li>○ Communication skills including questioning, clarifying, reporting, relating to different audiences</li> <li>○ Computer technology skills</li> <li>○ Numeracy skills for data analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 3                               | 2                          | 3                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To determine marketing objectives</li> <li>• <b>Communicating ideas and information</b> - To staff and contractors on their roles and responsibilities</li> <li>• <b>Planning and organising activities</b> - To ensure that personnel responsible for each element of the marketing mix work together to meet the organisation's marketing objectives</li> <li>• <b>Working with teams and others</b> - To improve international marketing performance</li> <li>• <b>Using mathematical ideas and techniques</b> - For information analysis</li> <li>• <b>Solving problems</b> - To determine the best fit from a range of options</li> <li>• <b>Using technology</b> - For recording and analysing information if required</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |  |
|-----------|--|
| THHGCS02B | PROMOTE PRODUCTS AND SERVICES TO CUSTOMERS |
| MKT       | Marketing                                  |

**DESCRIPTION:** This unit deals with skills and knowledge required to promote products and services to customers. It relates to situations where the sales function is not the primary focus of work activity. It applies to those employees who deal with customers and whose job provides the opportunity to promote products and services and to ascertain changes in customer preferences, eg, waiters, housekeepers, attraction attendants, receptionists. This unit has a link to unit THTSOP04B Sell tourism products and services, where this sales function is a primary focus of work activity.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Develop and maintain product/service and market knowledge</b> | 1.1 Identify opportunities to develop <b>product/service knowledge</b><br>1.2 Use <b>informal and formal research</b> is used to update knowledge<br>1.3 Use customer feedback and workplace observation is used to evaluate <b>products, services and promotional initiatives</b><br>1.4 Share knowledge obtained with colleagues to enhance the sales - effectiveness of the team<br>1.5 Pass information gained from workplace experience and direct customer contact to the appropriate person for consideration in future planning<br>1.6 Identify changes in <b>customer preferences, needs and expectations</b><br>1.7 Suggest ideas for product and service adjustments to meet customer needs to the appropriate person in accordance with enterprise policy |
| <b>2 Encourage customers to use and buy products and services</b>  | 2.1 Determine customer preferences, needs and expectations<br>2.2 Offer accurate information about products and services to customers<br>2.3 Employ <b>selling techniques</b> appropriately to encourage usage and purchase<br>2.4 Make customers aware of possible 'extras' and 'add - ons'<br>2.5 Proactively <b>promote products and services</b> at appropriate opportunities and in accordance with current enterprise goals and promotional focus   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                                       | CATEGORIES  |
|---|---|
| <b>Informal and formal research</b>                   | may include <ul style="list-style-type: none"> <li>• discussions with colleagues</li> <li>• reading enterprise information</li> <li>• research of product and service information brochures</li> <li>• general media</li> <li>• surveying, distributing questionnaires</li> </ul>   |
| <b>Products, services and promotional initiatives</b> | may include <ul style="list-style-type: none"> <li>• tours and transport</li> <li>• conferences and convention</li> <li>• function facilities</li> <li>• entertainment</li> <li>• shopping services</li> <li>• restaurant facilities</li> <li>• entertainment</li> <li>• shopping service</li> <li>• restaurant facilities</li> <li>• food and beverage</li> <li>• 'add-on' services</li> <li>• special offers or packages</li> </ul> |
| <b>Product/service knowledge</b>                      | may relate to <ul style="list-style-type: none"> <li>• general features</li> <li>• special features</li> <li>• benefits</li> <li>• disadvantages</li> <li>• price</li> <li>• special offers</li> <li>• availability</li> <li>• how to purchase or order</li> </ul>  |
| <b>Customer preferences, needs and expectations</b>   | may be determined by <ul style="list-style-type: none"> <li>• active listening</li> <li>• questioning</li> <li>• observation</li> <li>• recognition of non-verbal signs</li> </ul> may be related to <ul style="list-style-type: none"> <li>• age</li> <li>• gender</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• prior knowledge</li> <li>• special needs</li> </ul> <p>may include</p> <ul style="list-style-type: none"> <li>• friendliness</li> <li>• courtesy</li> <li>• value for money</li> <li>• prompt service</li> <li>• assistance</li> <li>• empathy and support</li> <li>• comfort</li> <li>• new experience</li> <li>• basic needs for food, comfort, shelter or other service</li> </ul>  |
| <b>Selling techniques</b>                | <p>include up-selling and suggestive selling and may involve</p> <ul style="list-style-type: none"> <li>• serving</li> <li>• helping</li> <li>• advising</li> <li>• building rapport with customers</li> <li>• arousing interest</li> </ul>   |
| <b>Promoting products and services</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• displays</li> <li>• promotions</li> <li>• special offers and deals</li> <li>• menus and 'specials'</li> <li>• word of mouth</li> <li>• up-selling</li> </ul>  |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient skills and knowledge required to promote products and services to customers</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ use selling techniques to promote products and services within a specific tourism or hospitality context</li> <li>○ demonstrate knowledge of different customer preferences and ways to meet both stated and unstated requirements</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ THHGGA01B Communicate on the telephone</li> <li>○ THHCOR01B Work with colleagues and customers</li> <li>○ operational or service skills units which apply to particular industry sectors</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Any legal issues which impact on the sale of products and services</li> <li>○ In-depth knowledge of enterprise products and services</li> <li>○ General knowledge of the market for different types of products and services</li> <li>○ Knowledge of different customer preferences and needs, and ways of meeting requirements, both stated and unstated</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ The role of frontline staff in maximising business performance through effective up-selling and promotion</li> <li>○ The ways in which different hospitality and tourism business present and promote products</li> <li>○ Up-selling and suggestive selling techniques</li> </ul> </li> </ul>   |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ resources appropriate for this unit</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |



|                                   |  |
|-----------------------------------|--|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment must ensure <ul style="list-style-type: none"> <li>○ demonstration of skills whilst undertaking normal job tasks, eg, up-selling whilst providing food and beverage service, promoting the hotel or park restaurant whilst at reception, advising guests of special features or events whilst issuing tickets to a theme park or other attraction, or promoting through the development of menus or 'specials' or other special products or service</li> <li>○ interaction with different customers to allow the candidate to respond to a range of requirements</li> </ul> </li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment methods must be chosen to ensure that promoting products and services can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit <ul style="list-style-type: none"> <li>○ direct observation of the candidate promoting products and services to customers</li> <li>○ oral and written questions to determine product knowledge</li> <li>○ case studies to test knowledge of appropriate products and services for different contexts, customers and situations</li> <li>○ role plays in which the candidate demonstrates up-selling techniques</li> <li>○ projects to develop menus, promotional ideas or suggestions for a particular product or service</li> <li>○ project to research customer preferences for a particular enterprise or context</li> <li>○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 2                               | 1                          | 1                           | -                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Researching information and feedback about customer needs and preferences, compiling information about the products and services of a particular enterprise</li> <li>• <b>Communicating ideas and information</b> - Advising customer of products and services, relating information about customer feedback to colleagues and other relevant persons, promoting products and services to customers in a manner suitable to customer and situation</li> <li>• <b>Planning and organising activities</b> - Planning to promote a particular product or service on a particular occasion</li> <li>• <b>Working with teams and others</b> - Working with other members of the service team, relaying information about products to other members to enhance performance of the team</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Trying to satisfy difficult customers, contributing to ideas to improve products and services</li> <li>• <b>Using technology</b> - Using the internet to research product information, may use email or the phone to promote products or services</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |  |
|-----------|--|
| THTSMA01B | COORDINATE THE PRODUCTION OF BROCHURES AND MARKETING MATERIALS |
|           |  |
| MKT       | Marketing  |

**DESCRIPTION: This unit deals with the skills and knowledge required to coordinate the development of promotional brochures and other printed marketing materials. Sales and marketing personnel, managers or owners of small businesses generally undertake this role.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Plan the production of brochures and marketing materials</b>       | 1.1 Plan production in accordance with enterprise objectives, marketing focus and other issues that impact on the production process<br>1.2 Create detailed action plans for the production process including timelines, responsibilities and budget   |
| <b>2 Produce information for inclusion</b>                              | 2.1 Produce or obtain from the appropriate source accurate and complete information for inclusion<br>2.2 Present information in a clear and easily understood format<br>2.3 Present information in a culturally appropriate way  |
| <b>3 Obtain quotations for artwork and printing as appropriate</b>      | 3.1 Provide accurate and complete specifications to quoting organisations within appropriate timeframe<br>3.2 Obtain comprehensive quotations with full details of potential <b>variations to cost and conditions</b> which may apply  |
| <b>4 Develop final copy for brochures and marketing materials</b>       | 4.1 Develop copy using basic creative writing techniques where appropriate to sell the products presented<br>4.2 Produce copy that provides <b>practical and operational</b> details<br>4.3 Present all <b>costs</b> accurately with notes about conditions which may apply<br>4.4 Present general conditions clearly and accurately according to enterprise policy<br>4.5 Check all copy for accuracy prior to submission to external/internal art house or printer   |
| <b>5 Coordinate the production of brochures and marketing materials</b> | 5.1 Liaison with production house or responsible staff member in a manner that permits accurate monitoring of production schedule<br>5.2 Check and correct all production work as required<br>5.3 Re-check and gain approval of <b>appropriate authority</b> only when totally accurate<br>5.4 Approve artwork according to enterprise guidelines prior to commencement of printing<br>5.5 Obtain and deliver <b>brochures and marketing materials</b> on schedule and establish contingency plans to allow for situations where timelines may be exceeded |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                         | CATEGORIES  |
|---|---|
| <b>Brochures and marketing material</b> | may include <ul style="list-style-type: none"> <li>• product brochures</li> <li>• destination guides</li> <li>• promotional fliers and leaflets</li> <li>• conference programs/registration forms</li> <li>• event prospectus</li> <li>• display materials</li> <li>• product support manuals</li> <li>• advertising materials</li> <li>• direct mail pieces</li> <li>• invitations</li> </ul>  |
| <b>Planning of brochures</b>            | factors include <ul style="list-style-type: none"> <li>• objectives of the material</li> <li>• market for which material is required</li> <li>• style and size of material</li> <li>• time parameters</li> <li>• budget available</li> <li>• in-house production capabilities</li> <li>• distribution considerations - internal and external</li> <li>• availability of required information</li> <li>• any legal requirements or restrictions</li> </ul> |
| <b>Information for inclusion</b>        | may include <ul style="list-style-type: none"> <li>• supplier information</li> <li>• photos</li> <li>• maps</li> <li>• tariff details</li> <li>• special offers or incentives</li> <li>• advertisements</li> <li>• sponsor messages</li> <li>• logos</li> </ul>   |

|   |   |
|---|---|
| <b>Accurate and complete specifications</b> | <p>must include</p> <ul style="list-style-type: none"> <li>• size</li> <li>• number</li> <li>• type of paper</li> <li>• number of photographs</li> <li>• layout and style of text</li> <li>• total numbers required</li> <li>• conditions of contract</li> <li>• production and delivery deadlines</li> </ul>   |
| <b>The sport and recreation industry</b>    | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the factors influencing the coordination of the production of promotional brochures and other printed material in the work environment</li> <li>• Assessment of performance should be over a period of time covering all categories of all Range Statements that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ coordinate all elements of the brochure development process within a required timeframe</li> <li>○ produce materials that meet the stated objectives, provide current and accurate information and are free of errors</li> <li>○ demonstrate knowledge and understanding of current production processes and terminology</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ THHGCS07B Coordinate marketing activities</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Market context for the materials being produced</li> <li>○ Print production process and terminology including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, Portable Document File, author's corrections and transparencies</li> <li>○ Printing and industry conventions in relation to placement of information, page numbering and copyright information</li> <li>○ Quality indicators in brochure production including reliability, photographic quality, effective use of colour, spacing requirements</li> <li>○ Current production terminology</li> <li>○ Procedures and requirements for preparation and proofing of copy</li> <li>○ Legal issues that affect the production of printed materials as appropriate to individual sectors/workplaces including copyright laws</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Techniques used in brochure-writing</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ technology and materials for the production of brochures and marketing materials</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>Assessment must ensure <ul style="list-style-type: none"> <li>the actual production of brochures and marketing materials to meet a specified market need</li> <li>access to technology and materials for the production of brochures and marketing materials</li> <li>for generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet the particular needs</li> </ul> </li> <li>This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>Assessment must be chosen to ensure that brochure co-ordination and production skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit <ul style="list-style-type: none"> <li>evaluation of brochures or other marketing materials produced by the candidate</li> <li>oral or written questions to assess knowledge of brochure co-ordination and production processes</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Gathering and preparing data from multiple suppliers for a touring brochure</li> <li>• <b>Communicating ideas and information</b> - Writing copy for a destination brochure aimed at the youth market</li> <li>• <b>Planning and organising activities</b> - Co-ordinating the print production process</li> <li>• <b>Working with teams and others</b> - Negotiating with printers in relation to print costs</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating total costs of production</li> <li>• <b>Solving problems</b> - Dealing with a situation where print production will not be completed until after the date of a major promotional show</li> <li>• <b>Using technology</b> - Using the editing function within "Word" to edit brochure copy</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|           |                                    |
|-----------|------------------------------------|
| THTSMA02B | CREATE A PROMOTIONAL DISPLAY/STAND |
| MKT       | Marketing                          |

**DESCRIPTION:** This unit deals with the skills and knowledge required to create a promotional display/stand in a range of different tourism and hospitality contexts. This unit does not include all the skills of a display professional - rather it reflects the more general display skills needed by a large range of tourism and hospitality industry personnel.

| ELEMENT                                      | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Make preparations for display/stand</b> | 1.1 Identify <i>display/stand objectives</i> in consultation with <i>appropriate colleagues</i><br>1.2 Obtain operational <i>information</i> to assist in <i>display/stand</i> preparation to allow for adequate planning<br>1.3 Plan <i>display/stand</i> to meet the needs of the target market<br>1.4 Select and organise adequate display supplies in accordance with the display plan including transportation arrangements<br>1.5 Identify the need for and seek assistance from display specialists where appropriate |
| <b>2 Set up display</b>                      | 2.1 Create or dress the <i>display/stand</i> making creative use of available materials and supplies<br>2.2 Use established display techniques to maximise the visual appeal of the display and to reflect the nature of the product or service being sold<br>2.3 Use display equipment correctly and safely<br>2.4 Check display/stand to ensure safety of colleagues and customers   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES   |
|---|--|
| <b>Promotional displays/stands are set up and operated</b>        | in a range of contexts including <ul style="list-style-type: none"> <li>• trade/consumer show</li> <li>• stand at meeting or conference event</li> <li>• in-house promotion</li> <li>• window display</li> <li>• shopping centre promotion</li> </ul>  |
| <b>Display techniques</b>   | must include techniques for use of <ul style="list-style-type: none"> <li>• fabric</li> <li>• flags</li> <li>• signs</li> <li>• printed materials</li> <li>• 3 dimensional materials</li> <li>• freestanding display options</li> <li>• product samples</li> <li>• local produce</li> <li>• cultural artefacts</li> </ul>  |
| <b>Display supplies</b>   | may include <ul style="list-style-type: none"> <li>• furniture</li> <li>• collateral materials</li> <li>• scissors</li> <li>• adhesives</li> <li>• velcro</li> <li>• pins</li> <li>• string</li> <li>• audio-visual systems, videos, sound systems</li> <li>• floral arrangements, potted plants</li> <li>• balloons and other decorations</li> <li>• mobiles</li> </ul>   |
| <b>Information to assist in the planning of the display/stand</b> | may include <ul style="list-style-type: none"> <li>• size of display area, eg, booth, stage etc</li> <li>• floor plans</li> <li>• type of surface on which display is to be created</li> <li>• set-up times and duration</li> <li>• occupational health and safety requirements</li> <li>• budget allocation</li> <li>• need for utilities, eg,. electricity, water, waste management</li> <li>• security</li> </ul> |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient skills and knowledge required to create a promotional display/stand in a range of different tourism and hospitality contexts</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ create a display or dress a promotional stand to meet specific objectives using accepted display techniques</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ THHGCS07A Coordinate marketing activities</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ typical tourism industry contexts in which displays are used (trade and consumer shows, shopping centre promotions, information centre displays, window displays, promotional functions)</li> <li>○ range of materials and equipment which can be used for display in different locations and settings (stage, exhibition booth, permanent display, window)</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ techniques for creating displays with available materials including techniques for maximising the effectiveness of commonly-used collateral in displays, including brochures and posters</li> </ul> </li> </ul>   |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency required access to             <ul style="list-style-type: none"> <li>○ use of display materials commonly employed by tourism and hospitality enterprises</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment must ensure             <ul style="list-style-type: none"> <li>○ creation of a display/promotional stand for use in a tourism/hospitality context</li> <li>○ use of display materials commonly employed by tourism and hospitality enterprises</li> <li>○ for generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs</li> </ul> </li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a ;”number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment methods must be chosen to ensure that display skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit             <ul style="list-style-type: none"> <li>○ evaluation of the creativity and visual appeal of a display created by the candidate</li> <li>○ case studies to assess application of different display techniques to typical industry promotional situations</li> <li>○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul> </li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Evaluating the key messages to be communicated in a display and matching these to visual display options</li> <li>• <b>Communicating ideas and information</b> - Briefing a display professional on requirements for a given display</li> <li>• <b>Planning and organising activities</b> - Co-ordinating display materials from multiple suppliers</li> <li>• <b>Working with teams and others</b> - Requesting ideas from colleagues for new displays</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating measurements of a display area to facilitate planning</li> <li>• <b>Solving problems</b> - Creating a booth display for a promotion when your materials don't arrive and you have only a single box of A4 colour brochures</li> <li>• <b>Using technology</b> - Using display equipment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



## **ORGANISATION OF WORK**





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|            |                                |
|------------|--------------------------------|
| BSBCMN102A | COMPLETE DAILY WORK ACTIVITIES |
| OGN        | Organisation of work           |

**DESCRIPTION: This unit covers the skills and knowledge required to complete own work activities under direct supervision, and request assistance and feedback on work performance.**

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Seek assistance to plan work schedule</b> | 1.1 Assistance is sought from <i>appropriate persons</i> to identify work goals and plans<br>1.2 Assistance is sought to plan and prioritise own workload   |
| <b>2 Follow instructions</b>                   | 2.1 Instructions are acted upon within acceptable timeframe<br>2.2 Effective questioning is used as required to prevent misunderstandings<br>2.3 Progress of task is communicated to supervisor or colleagues as required and <i>feedback</i> sought on work performance  |
| <b>3 Complete work tasks</b>                   | 3.1 Tasks are completed within designated timelines, to the required <i>standard</i><br>3.2 Assistance is sought as required from supervisors and/or colleagues<br>3.3 <i>Business technology</i> is used as required according to instructions given<br>3.4 Personal presentation is appropriate to business context |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity</li> <li>• relevant industry codes of practice</li> </ul>   |
| <b>Appropriate people</b>  | may include <ul style="list-style-type: none"> <li>• supervisors, mentors or trainers</li> <li>• colleagues</li> <li>• other staff members</li> </ul>   |
| <b>Organisation's requirements</b>   | may be included in <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisation policy/guidelines and requirements</li> <li>• business and performance plans</li> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• ethical standards</li> <li>• quality and continuous improvement processes and standards</li> </ul> |
| <b>Factors affecting work requirements</b>                                 | may include <ul style="list-style-type: none"> <li>• completing work demands</li> <li>• technology/equipment breakdowns</li> <li>• environmental factors such as time, weather, etc</li> <li>• resource issues</li> <li>• changes to procedures</li> </ul>  |
| <b>Feedback on performance</b>   | may include <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• feedback from supervisors and colleagues</li> <li>• personal reflection</li> </ul>   |

|  |   |
|--|---|
| <b>Standards</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• standards set up by work group</li> <li>• specific work standards set by organisational policy or government legislation</li> </ul>   |
| <b>Opportunities for improvement</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• internal/external training provision</li> <li>• personal study</li> <li>• workplace skills assessment</li> <li>• recognition of Prior Learning/Recognition of Current Competency/initial assessment</li> </ul>  |
| <b>Business technology</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• computer applications</li> <li>• electronic diaries</li> <li>• scanners</li> <li>• email, internet, intranet</li> <li>• photocopiers</li> <li>• facsimile machines</li> <li>• printers</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to complete own work activities under direct supervision, and request assistance and feedback on work performance</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ seek advice and act on feedback from supervisors and colleagues to plan, organise and complete own work activities</li> <li>○ follow instructions given</li> <li>○ use available business technology appropriate to the task, under direct instruction</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCM202A Organise and complete daily work activities</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity</li> <li>○ Knowledge of the purpose of work goals, plans and priorities</li> <li>○ Relevant organisational policies, plans and procedures</li> <li>○ Knowledge of how to seek, acknowledge and interpret feedback</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify work requirements and process basic, relevant workplace documentation</li> <li>○ Communication skills to request advice, effectively question, follow instructions, and receive feedback</li> <li>○ Organising skills to arrange work priorities and arrangements with assistance and to complete a given task</li> <li>○ Problem solving skills to solve routine problems related to the workplace under direct supervision</li> <li>○ Technology skills to use business equipment under direction</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource Implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>relevant area</p> <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |



| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To plan work tasks under direction</li> <li>• <b>Communicating ideas and information</b> - With members of the work team to complete tasks</li> <li>• <b>Planning and organising activities</b> - For own work tasks</li> <li>• <b>Working with teams and others</b> - In completing scheduled tasks</li> <li>• <b>Using mathematical ideas and techniques</b> - As an aid to measure and schedule tasks under direction</li> <li>• <b>Solving problems</b> - As an aid to completing tasks</li> <li>• <b>Using technology</b> - To assist scheduling and completion of tasks</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| BSBCMN202A | <b>ORGANISE AND COMPLETE DAILY WORK ACTIVITIES</b> |
| OGN        | Organisation of work                               |

**DESCRIPTION: This unit covers the skills and knowledge required to organise and complete own work activities, and obtain feedback on work performance.**

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

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>   | <b>CATEGORIES</b>  |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | including <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Colleagues</b>  | may include <ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• supervisor or manager</li> <li>• peers/work colleagues/team</li> <li>• other members of the organisation</li> </ul>   |
| <b>Business technology</b>   | may include <ul style="list-style-type: none"> <li>• computers</li> <li>• computer applications</li> <li>• electronic diaries</li> <li>• scanners</li> <li>• email, internet, extranet, intranet</li> <li>• photocopiers</li> <li>• facsimile machines</li> <li>• printers</li> </ul>  |
| <b>Organisation's requirements</b>   | may be included in <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisation policy/guidelines and requirements</li> <li>• business and performance plans</li> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• Occupational Health and Safety policies, procedures and standards</li> </ul>        |
| <b>Factors affecting work requirements</b>                                 | may include <ul style="list-style-type: none"> <li>• competing work demands</li> <li>• technology/equipment breakdowns</li> <li>• other work demands</li> <li>• environmental factors such as time, weather, etc</li> <li>• resource issues</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• changes to procedures or new procedures</li> </ul>   |
| <b>Feedback on performance</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• obtaining feedback from clients</li> <li>• personal reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>  |
| <b>Standards</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• standards set up by work group</li> <li>• organisational policies and procedures</li> <li>• specified work standards</li> <li>• legislation</li> <li>• legal and organisation policy/guidelines and requirements</li> <li>• Australian Standards</li> </ul>   |
| <b>Opportunities for improvement</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• internal/external training provision</li> <li>• personal study</li> <li>• workplace skills assessment</li> <li>• Recognition of Prior Learning/RCC/initial assessment</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|   |   |
|---|---|
| <b>Critical aspects of evidence</b>       | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to organise and complete own work activities and obtain feedback on work performance</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ organise and complete own work activities</li> <li>○ seek and act on feedback from clients and colleagues</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN102A Complete daily work activities</li> <li>○ BSBCMN302A Organise personal work priorities and development</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Knowledge of the organisation's policies, plans and procedures</li> <li>○ Knowledge of how to elicit and interpret feedback</li> <li>○ Methods used to prepare personal plans and establish priorities</li> <li>○ Principles and techniques of                 <ul style="list-style-type: none"> <li>▪ goal setting</li> <li>▪ measuring performance</li> <li>▪ time management</li> <li>▪ personal assessment</li> </ul> </li> <li>○ Understanding of technology and how it can be used to assist in scheduling of tasks</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to use written and oral information about workplace requirements</li> <li>○ Organising skills to arrange work priorities and arrangements</li> <li>○ Problem solving skills to solve routine problems</li> <li>○ Technology skills including the ability to select and use technology appropriate to a task</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>              | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry</li> </ul> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>through provision of evidence of professional activity in the relevant area</p> <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To measure self-performance</li> <li>• <b>Communicating ideas and information</b> - With members of the work team</li> <li>• <b>Planning and organising activities</b> - For self</li> <li>• <b>Working with teams and others</b> - In completing scheduled tasks</li> <li>• <b>Using mathematical ideas and techniques</b> - As an aid to measure and schedule tasks</li> <li>• <b>Solving problems</b> - As an aid to self-development</li> <li>• <b>Using technology</b> - To manage scheduling and completion of tasks</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |   |
|-----------|---|
| BSBCM302A | ORGANISE PERSONAL WORK PRIORITIES AND DEVELOPMENT |
| OGN       | Organisation of work                              |

**DESCRIPTION: This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.**

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Organise and complete own work schedule</b>   | <p>1.1 <b>Work goals and objectives</b> are understood, negotiated and agreed in accordance with <b>organisational requirements</b></p> <p>1.2 Workload is accessed and prioritised to ensure completion within identified timeframes</p> <p>1.3 <b>Factors</b> affecting the achievement of work objectives are identified and incorporated into work plans</p> <p>1.4 <b>Business technology</b> is used efficiently and effectively to manage and monitor scheduling and completion of tasks</p>   |
| <b>2 Monitor own work performance</b>              | <p>2.1 Personal work performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements</p> <p>2.2 <b>Feedback on performance</b> is actively sought from colleagues and clients and evaluated in the context of individual and group requirements</p> <p>2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements</p>  |
| <b>3 Develop and maintain own competence level</b> | <p>3.1 Personal knowledge and skills are assessed against <b>competency standards</b> performance descriptions to determine development needs and priorities</p> <p>3.2 <b>Opportunities for improvement</b> are identified and planned in liaison with colleagues</p> <p>3.3 Feedback is used to identify and develop ways to improve competence within available opportunities</p> <p>3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning</p> <p>3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements</p> |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | including <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Work goals and objectives</b>   | include <ul style="list-style-type: none"> <li>• sales targets</li> <li>• reporting deadlines</li> <li>• production targets</li> <li>• budgetary targets</li> <li>• team participation</li> <li>• team and individual learning goals</li> </ul>   |
| <b>Organisational requirements</b>   | may be included in <ul style="list-style-type: none"> <li>• quality assurance and/or procedures manuals</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policy/guidelines and requirements</li> <li>• business and performance plans</li> <li>• access and equity principles and practice</li> <li>• ethical standards</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• defined resource parameters</li> </ul> |
| <b>Factors affecting the achievement of work objectives</b>                | may include <ul style="list-style-type: none"> <li>• competing work demands</li> <li>• technology/equipment breakdowns</li> <li>• unforeseen incidents</li> <li>• workplace hazards, risks and controls</li> <li>• environmental factors such as time, weather, etc</li> <li>• resource and materials availability</li> <li>• budget constraints</li> </ul>   |

|                                      |  |
|--------------------------------------|--|
| <b>Business technology</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• computer appliances</li> <li>• modems</li> <li>• personal schedulers</li> <li>• email</li> <li>• internet/extranet/intranet</li> <li>• photocopiers</li> <li>• scanners</li> <li>• facsimile machines</li> <li>• printers</li> </ul>  |
| <b>Feedback on performance</b>       | <p>may include</p> <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• obtaining feedback from clients</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>  |
| <b>Competency standards</b>          | <p>are standards which measure</p> <ul style="list-style-type: none"> <li>• all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function</li> </ul>   |
| <b>Opportunities for improvement</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• work experience/exchange opportunities</li> <li>• personal study</li> <li>• career planning/development</li> <li>• performance appraisals</li> <li>• workplace skills assessment</li> <li>• quality assurance assessments and recommendations</li> <li>• recognition of prior learning</li> </ul> |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|---|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to organise work schedules, monitor and obtain feedback on work performance and maintain required levels of competence</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ prepare work plans</li> <li>○ prioritise and schedule work objectives and tasks</li> <li>○ seek and act on feedback from clients and colleagues</li> <li>○ review own work performance against achievements through self-assessment</li> <li>○ access learning opportunities to extend own personal work competencies</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN202A Organise and complete daily work tasks</li> <li>○ BSBCMN402A Develop work priorities</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Understanding the organisation's policies, plans and procedures</li> <li>○ Knowledge of methods to elicit, analyse and interpret feedback</li> <li>○ Understanding technique to prepare personal plans and establish priorities</li> <li>○ Knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment</li> <li>○ Understanding processes to interpret competency standard and apply them to self</li> <li>○ Understanding methods to identify and prioritise personal learning needs</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills for reading and understanding the organisation's procedures, own work goals and objectives</li> <li>○ Proofreading and editing skills for checking own work</li> <li>○ Planning skills to organise work priorities and arrangements</li> <li>○ Problem solving skills to solve routine problems</li> <li>○ Communication skills including giving and receiving constructive feedback on development needs</li> <li>○ Technology skills including the ability to select and use technology appropriate to a task</li> <li>○ Ability to relate to people from a range of social, cultural and</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | ethnic backgrounds and physical and mental abilities  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 1                               | 2                          | 2                           | 1                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To measure self-performance</li> <li>• <b>Communicating ideas and information</b> - With members of the work team</li> <li>• <b>Planning and organising activities</b> - For self</li> <li>• <b>Working with teams and others</b> - In completing scheduled tasks</li> <li>• <b>Using mathematical ideas and techniques</b> - As an aid to measure and schedule tasks</li> <li>• <b>Solving problems</b> - As an aid to self-development</li> <li>• <b>Using technology</b> - To manage scheduling and completion of tasks</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                         |
|-----------|-------------------------|
| BSBCM402A | DEVELOP WORK PRIORITIES |
| OGN       | Organisation of work    |

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

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

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES   |
|---|--|
| <b>They may use legislation, codes and national standards relevant to the workplace</b> | including <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Workgroup plans</b>  | may include <ul style="list-style-type: none"> <li>• sales plans</li> <li>• reporting plans</li> <li>• production plans</li> <li>• budgetary plans</li> <li>• team participation</li> <li>• work schedules</li> <li>• teams and individual learning goals</li> </ul>   |
| <b>Work objectives</b>  | may include <ul style="list-style-type: none"> <li>• sales targets</li> <li>• reporting deadlines</li> <li>• production targets</li> <li>• budgetary targets</li> <li>• team participation</li> <li>• team and individual learning goals</li> </ul>  |
| <b>Factors affecting the achievement of work objectives</b>                             | may include <ul style="list-style-type: none"> <li>• competing work demands</li> <li>• technology/equipment breakdowns</li> <li>• unforeseen incidents</li> <li>• personnel</li> <li>• environmental factors such as time, weather, etc</li> <li>• resource and materials availability</li> <li>• budget constraints</li> </ul>  |



|  |   |
|--|---|
| <b>Business technology</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• computer applications</li> <li>• personal schedules</li> <li>• modems</li> <li>• scanners</li> <li>• email and internet/intranet/extranet</li> <li>• photocopiers</li> <li>• facsimile machines</li> <li>• printers</li> </ul>   |
| <b>Feedback on performance</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining comments from supervisors and colleagues</li> <li>• obtaining comments from clients</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>   |
| <b>Organisational requirements</b>         | <p>may be included in</p> <ul style="list-style-type: none"> <li>• quality assurances and/or procedures manuals</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policy/guidelines and requirements</li> <li>• business and performance plans</li> <li>• access and equity principles and practice</li> <li>• ethical standards</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• defined resource parameters</li> </ul> |
| <b>Competency standards are standards</b>  | <p>which measure</p> <ul style="list-style-type: none"> <li>• all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function</li> </ul>  |
| <b>Professional development activities</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• work experience/exchange/opportunities</li> <li>• personal study</li> <li>• career planning/development</li> <li>• performance appraisals</li> <li>• workplace skills assessment</li> <li>• Recognition of Prior Learning</li> </ul>   |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ prepare and communicate work plans</li> <li>○ schedule work objectives and tasks to support the achievement of goals</li> <li>○ seek and act on feedback from clients and colleagues</li> <li>○ review own work performance against achievements through self-assessment</li> <li>○ access learning opportunities to extend own personal work competencies</li> <li>○ use business technology to monitor self development</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN302A Organise personal work priorities and development</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Understanding the organisation's policies, plans and procedures</li> <li>○ Understanding of methods to elicit, analyse and interpret feedback</li> <li>○ Knowledge of techniques to prepare personal plans and establish priorities</li> <li>○ Knowledge of quality standards for products and services</li> <li>○ Knowledge of relevant business technology applications</li> <li>○ Understanding of methods to evaluate own performance</li> <li>○ Processes to interpret competency standards and apply them to self</li> <li>○ Methods to identify and prioritise personal learning needs</li> <li>○ Understanding range of professional development activities and criteria to apply in choosing between them</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to understand the organisation's policies and procedures; interpret competency standards; use a variety of strategies for planning and reviewing own work</li> <li>○ Problem solving skills to develop contingency plans</li> <li>○ Evaluation skills for assessing outcomes</li> <li>○ Communication skills including giving and receiving constructive feedback on development needs</li> <li>○ Technology skills including the ability to select and use technology</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>appropriate to a task</p> <ul style="list-style-type: none"> <li>○ Time management skills to complete tasks within agreed timeframes</li> <li>○ Observation skills for identifying opportunities for learning and development</li> <li>○ Participation skills for integrating as a member of a work team</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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 ranges and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 1                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To measure self-performance</li> <li>• <b>Communicating ideas and information</b> - With members of the work team</li> <li>• <b>Planning and organising activities</b> - For self</li> <li>• <b>Working with teams and others</b> - In completing scheduled tasks</li> <li>• <b>Using mathematical ideas and techniques</b> - As an aid to measure and schedule tasks</li> <li>• <b>Solving problems</b> - As an aid to self-development</li> <li>• <b>Using technology</b> - To manage scheduling and completion of tasks</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                      |
|------------|----------------------|
| SRXOGN001A | CONDUCT PROJECTS     |
| OGN        | Organisation of work |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the planning, preparation and conduct of projects in accordance with a project management plan.

| ELEMENT                                   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Plan and prepare for project</b>     | <ul style="list-style-type: none"> <li>1.1 Identify work scope, desired outcomes and budget within own area of responsibility</li> <li>1.2 Required <b>resources</b> are identified, available accessed and allocated for effective management and completion of <b>project</b></li> <li>1.3 Allocate tasks and <b>resources</b></li> <li>1.4 All administrative activities of <b>project</b> within area of responsibility are identified, including planning of meetings, and preparation of minutes, papers and reports</li> <li>1.5 Occupational health and safety standards, statutory requirements, relevant codes and regulations applicable to <b>project</b> are identified, applied and monitored throughout the work procedure</li> <li>1.6 Identify all <b>key milestones</b> of the <b>project</b> within own area of responsibility and those impacting upon own area of responsibility including <b>contract requirements</b> and key recording/reporting dates for measurement of outcomes</li> <li>1.7 Link project budgets to key outcomes within projects and incorporate reporting mechanisms to ensure payments are made/received as outcomes are achieved</li> <li>1.8 Identify interrelationship with other concurrent projects and/or other aspects of overall <b>project</b> management plan and identify relevant personnel who should be informed and consulted</li> <li>1.9 Confirm agreements with <b>service providers</b> within key dates</li> <li>1.10 Develop contingency management plans for <b>project</b> outcomes within own area of responsibility</li> </ul> |
| <b>2 Implement and administer project</b> | <ul style="list-style-type: none"> <li>2.1 Coordinate, alterations to service delivery or access in accordance with statutory, industry and organisation standards where required</li> <li>2.2 Coordinate supplementary functions, such as specialist or additional equipment and/or specialised personnel</li> <li>2.3 Execute communication processes to ensure adequate information flow between colleagues and all relevant personnel within project management team</li> <li>2.4 Regularly review and compare <b>project</b> progress with base-line plans</li> <li>2.5 Identify deviations from plan and take actions to recover original <b>project</b> program through <b>monitoring and reporting arrangements</b></li> <li>2.6 The appropriate personnel are notified and direction sought where original program requirements cannot be met</li> </ul>   |

|  |   |
|--|---|
| <b>3 Coordinate <i>project</i> administration</b>          | <p>3.1 Monitor costs associated with the <i>project</i> and approve payment of invoices if appropriate</p> <p>3.2 <b>Monitor time frames</b> for the achievement of various aspects of the <i>project</i> and take appropriate action taken to meet deadlines, as necessary</p> <p>3.3 Regularly review <i>project variables</i> in relation to safety, quality, <b>resources</b>, timeframe and equipment</p> <p>3.4 Keep relevant people fully informed of <i>project</i> progress</p> <p>3.5 Maintain <i>project</i> records in accordance with <i>project</i> and organisational requirements</p> |
| <b>4 Finalise and review <i>project</i> administration</b> | <p>4.1 Undertake and complete <b>procedures for winding up a project</b></p> <p>4.2 Provide relevant information and <b>measurement of outcomes</b> in an accurate and concise format to <i>project</i> management team to enable evaluation of all aspects of the <b>project activities</b></p>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                 | CATEGORIES   |
|---------------------------------|--|
| <b>Contract requirements</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• project scope</li> <li>• performance standards</li> <li>• agreed timelines</li> <li>• goals and objectives</li> <li>• names of parties bound by contract</li> <li>• payment issues</li> <li>• project description</li> <li>• completion requirements</li> <li>• timelines</li> <li>• staffing</li> <li>• ownership of materials</li> <li>• indemnity and insurance</li> </ul> |
| <b>Key milestones</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• contract requirements</li> <li>• developing a workplan</li> <li>• use of project planning software</li> <li>• timelines</li> <li>• progress reports</li> <li>• achievement of key tasks/project phases</li> <li>• measurement/achievement of set outcomes</li> <li>• completion of tasks</li> <li>• completion of contract phases/requirements</li> </ul>                     |
| <b>Measurements of outcomes</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• project objectives</li> <li>• project outcomes</li> <li>• benchmarks</li> <li>• standards</li> <li>• key performance indicators</li> <li>• project monitoring process</li> <li>• achievement of timelines</li> <li>• costs</li> </ul>   |



|  |  |
|--|--|
| <b>Monitoring and reporting arrangements</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• team reports</li> <li>• project control chart</li> <li>• control point chart</li> <li>• milestone chart</li> <li>• budget control chart</li> </ul>  |
| <b>Monitor timeframes</b>                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• project progress</li> <li>• performance</li> <li>• communicating with team members</li> <li>• coordinating team meetings</li> <li>• providing/seeking feedback</li> <li>• solving problems/issues</li> <li>• facilitating change to project plan</li> </ul>   |
| <b>Procedures for winding up a project</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• 'signing off' on project completion/delivery of project outcomes</li> <li>• evaluation and review of actual costs compared to budgeted costs</li> <li>• auditing</li> <li>• formal reporting</li> </ul>   |
| <b>Project</b>                               | <p>[two categories]</p> <p>includes any task undertaken within the work environment, excluding construction/renovation, with a definite beginning and end with specified outcomes and may include</p> <ul style="list-style-type: none"> <li>• internal or external projects</li> <li>• conferences and major meetings</li> <li>• promotional or other events</li> <li>• introduction of new technology or systems</li> <li>• product development</li> <li>• research/development projects</li> <li>• ongoing business projects</li> <li>• compels, eg, feasibility study</li> </ul> |
| <b>Project activities</b>                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• coordinating staff</li> <li>• ensuring tasks are carried out</li> <li>• communicating advice/information to team</li> <li>• meetings, including preparation of minutes, papers and reports</li> <li>• preparing project plan</li> <li>• preparing project documentation</li> <li>• monitoring financial arrangements</li> <li>• processing invoices</li> <li>• monitoring timelines</li> <li>• monitoring progress</li> </ul>   |

|                          |   |
|--------------------------|---|
| <b>Project variables</b> | [all categories] <ul style="list-style-type: none"><li>• type and accountability</li><li>• number of staff</li><li>• timelines</li><li>• resources available</li><li>• budget</li></ul> |
| <b>Resources</b>         | [all categories] <ul style="list-style-type: none"><li>• all service providers</li><li>• material</li><li>• equipment</li><li>• tools</li><li>• finances</li></ul>                      |
| <b>Service providers</b> | [all categories] <ul style="list-style-type: none"><li>• internal staff and specialists</li><li>• external specialists</li><li>• contractors</li></ul>                                  |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of conducting projects in the work environment</li> <li>• Assessment of performance should be over a period of time covering two categories of project from the Range Statements and all categories of other variables that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ plan a project effectively</li> <li>○ apply occupational health and safety standards and other relevant statutory requirements and codes of practice</li> <li>○ allocate and coordinate the work of other colleagues assisting with the project</li> <li>○ apply the organisation's documentation and reporting procedures and policies</li> <li>○ monitor timelines, milestones and budgets</li> <li>○ effectively use oral and written communication to maintain communication regarding project progress to all relevant staff</li> <li>○ identify and resolve conflict within area of responsibility</li> <li>○ apply time and resource planning and management skills</li> <li>○ meet project timelines within project budget</li> <li>○ ensure wind up procedures, such as auditing, take place</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN301A Exercise initiative in a business environment</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN402A Develop work priorities</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Knowledge of organisation's policies and procedures, particularly in regard to engaging internal and external services</li> <li>○ Relevant occupational health and safety legislation pertaining to application within the workplace</li> <li>○ Relevant statutory requirements and codes of practice</li> <li>○ Environmental policies/requirements</li> <li>○ Quality assurance and control principles</li> <li>○ Project management techniques</li> <li>○ Organisation's financial recording and reporting requirements</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Communication skills to effectively consult with project members and circulate information on project progress</li> <li>○ Ability to define and monitor objectives of the project group</li> <li>○ Coordination skills to manage project resource within timelines and budget</li> <li>○ Liaison and negotiation skills to deal with internal and external service providers</li> <li>○ Planning skills to develop the stages of the project</li> <li>○ Problem solving skills to propose solutions from a range of possible solutions</li> <li>○ Ability to relate to people from a range of social, cultural and</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>ethnic backgrounds and physical and mental abilities</li> <li>○ Literacy and numeracy skills in regard to onsite and project documentation and use of computer applications</li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a work environment with a project to be planned and implemented</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit, but preferably be competent in the unit at the above level</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To plan, implement, coordinate and review the project in accordance with the project outline</li> <li>• <b>Communicating ideas and information</b> - Facilitate communication processes between colleagues and all relevant personnel on the project management team</li> <li>• <b>Planning and organising activities</b> - Plan, prepare and conduct project</li> <li>• <b>Working with teams and others</b> - Allocate/monitor tasks and identify relevant personnel who should be informed on progress of the project</li> <li>• <b>Using mathematical ideas and techniques</b> - To monitor and control project budget</li> <li>• <b>Solving problems</b> - Identify deviations from the project plan and develop contingency management plans within own area of responsibility</li> <li>• <b>Using technology</b> - Use project planning software</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                      |
|------------|----------------------|
| SRXOGN002A | MANAGE PROJECTS      |
| OGN        | Organisation of work |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers how to plan, prepare, implement and document projects ensuring all resources are available to achieve project goals and that the project complies with all legislation and the organisation's policies and procedures.

| ELEMENT                                 | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Plan project</b>                   | <ul style="list-style-type: none"> <li>1.1 Develop <i>project</i> scope and objectives in consultation with appropriate colleagues and clients</li> <li>1.2 Develop a resource strategy for the <i>project</i> following formulation of a budget and required <i>resources</i> are identified, availability assessed and allocated for effective management and completion of the <i>project</i></li> <li>1.3 Assess areas for potential over-run and resource complications</li> <li>1.4 Plan and create an administrative structure for the <i>project</i></li> <li>1.5 Agree upon and clearly communicate <i>project</i> responsibilities to all those involved</li> <li>1.6 Coordinate the preparation of technical specifications and achieved within key dates</li> <li>1.7 Ensure availability of up-to-date documentation, material and equipment as referred to in specifications</li> <li>1.8 Coordinate agreements with <i>service providers</i> and establish within key dates</li> <li>1.9 Plan internal and external communications, public relations and marketing strategies in conjunction with appropriate colleagues</li> <li>1.10 Organise communication processes such as regular meetings to meet the needs of <i>project</i> clients and <i>service providers</i></li> <li>1.11 Prepare and distribute an integrated <i>project</i> management plan for review by personnel involved in and/or influenced by the <i>project</i></li> <li>1.12 Agree on evaluation methods suitable to the <i>project</i></li> <li>1.13 Identify and communicate key <i>project</i> milestones</li> </ul> |
| <b>2 Administer and monitor project</b> | <ul style="list-style-type: none"> <li>2.1 Implement and monitor <i>project</i> strategies in conjunction with project team members</li> <li>2.2 Appropriate support and assistance is provided to team members</li> <li>2.3 Employ sound interpersonal and communication styles to build trust and respect within the project team</li> <li>2.4 Assess and review progress against <i>project</i> goals in consultation with <i>project</i> team members</li> <li>2.5 Identify deviations from plan and take actions to recover original <i>project</i> goals</li> <li>2.6 Assess the need for specialist equipment or additional resources and/or personnel and take action accordingly</li> <li>2.7 Implement and monitor financial control systems according to <i>project</i> guidelines</li> <li>2.8 Regularly review <i>project</i> in relation to safety, quality <i>resources</i>, time frame and equipment and provide regular reports on <i>project</i> progress to all appropriate colleagues/clients</li> <li>2.9 Finalise the <i>project</i> within agreed timelines</li> </ul>   |
| <b>3 Evaluate project</b>               | <ul style="list-style-type: none"> <li>3.1 Provide Quality Assurance documents and outage reports in accordance with statutory and organisation requirements</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>3.2 Update records indicating the completion of project work are updated in accordance with <b>legislative contexts</b> and organisation's requirements, where required</li><li>3.3 Use agreed evaluation methods to assess the effectiveness of the <b>project</b> at specified stages</li><li>3.4 Take account of agreed goals and priorities in the evaluation</li><li>3.5 <b>Project</b> evaluation involves <b>project</b> team members, appropriate colleagues and clients</li><li>3.6 Incorporate results of evaluation into ongoing <b>project</b> management</li><li>3.7 Share information from <b>project</b> evaluation with appropriate colleagues and incorporated into future planning</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT            | CATEGORIES   |
|----------------------------|--|
| <b>Legislative context</b> | <p>[all categories]</p> <p>requires application of</p> <ul style="list-style-type: none"> <li>• relevant employment awards and agreements within a changing industrial environment</li> <li>• occupational health and safety legislation</li> <li>• relevant Australian Standards</li> <li>• environmental legislation (where applicable)</li> <li>• Contract Law</li> <li>• Taxation Law</li> </ul>                             |
| <b>Project</b>             | <p>[two categories]</p> <p>include any major task undertaken within the work environment, excluding construction/renovation, and may include</p> <ul style="list-style-type: none"> <li>• conferences and major meetings</li> <li>• promotional or other events</li> <li>• introduction of new technology or systems</li> <li>• product development</li> <li>• research projects</li> <li>• ongoing business projects</li> </ul> |
| <b>Resources</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• all service providers</li> <li>• materials</li> <li>• equipment</li> <li>• tools</li> <li>• finances</li> </ul>   |
| <b>Service providers</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• internal staff and specialists</li> <li>• external specialists</li> <li>• contractors</li> </ul>  |



## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of project management processes and systems in the work environment</li> <li>• Assessment of performance should be over a period of time covering two categories of project from the Range Statements and all categories of resources and service providers from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ identify the key elements of a project</li> <li>○ identify resources to support the project, including, financial, human, physical and technical</li> <li>○ coordinate the use of financial, human, physical and technical resources to achieve the project goals</li> <li>○ monitor and review project and adjust as necessary to achieve project goals</li> <li>○ document the completion of the project to comply with statutory and organisation's requirements</li> <li>○ use planning and effective leadership skills</li> <li>○ apply the critical elements of effective project management</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXOGN001A Conduct projects</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with other unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN405A Analyse and present research information</li> <li>○ BSBMGT605A Provide leadership across the organisation</li> <li>○ BSBFLM502A Provide leadership in the workplace</li> <li>○ BSBFLM504A Facilitate work teams</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Relevant Occupational Health and Safety regulations and organisation safety procedures, emergency procedures and techniques</li> <li>○ Relevant statutory legislation applicable to contracts</li> <li>○ Organisation recording procedures</li> <li>○ Quality assurance and control procedures</li> <li>○ Project management processes and systems</li> <li>○ Nature of the project being managed including internal and external issues to be considered</li> <li>○ Procedures to engage internal and external services</li> <li>○ Organisation financial and contractual procedures</li> <li>○ Work scope coordination and preparation</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Management skills to effectively conduct meetings</li> <li>○ Communication skills to liaise with internal and external service providers</li> <li>○ Literacy skills to use organisation documentation and procedures effectively</li> <li>○ Skills to use organisation computer packages effectively</li> <li>○ Ability to identify sources of conflict, resolve conflict and/or use</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>negotiation techniques</li> <li>○ Planning and contingency management to act on deviations from original plan</li> <li>○ Financial administration</li> <li>○ Leadership skills to motivate and encourage staff and encourage input</li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ documentation on projects conducted in the work environment</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 3                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collect and analyse information to plan, monitor and evaluate the project</li> <li>• <b>Communicating ideas and information</b> - Clearly communicate with appropriate colleagues, project team members and clients about project responsibilities, progress and to review the project</li> <li>• <b>Planning and organising activities</b> - Plan, administer, monitor and evaluate project</li> <li>• <b>Working with teams and others</b> - Agree upon project responsibilities and consult with appropriate colleagues, project management team and clients throughout project</li> <li>• <b>Using mathematical ideas and techniques</b> - Formulate a budget and implement and monitor financial control systems</li> <li>• <b>Solving problems</b> - Identify deviations from the plan and take actions to recover</li> <li>• <b>Using technology</b> - Where appropriate use technology in the project plan, budget and financial monitoring</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



# **OCCUPATIONAL HEALTH AND SAFETY**



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|            |   |
|------------|---|
| SRXOHS001B | FOLLOW DEFINED OCCUPATIONAL HEALTH AND SAFETY POLICIES AND PROCEDURES |
|            |   |
| OHS        | Occupational Health and Safety  |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers competency in applying general occupational health and safety requirements in the usual workplace environment. It describes generic Occupational Health and Safety competencies applicable for employees without managerial or supervisory responsibilities (eg, school-based workers, entry-level workers, trainees, apprentices). This unit is equivalent to the generic Occupational Health and Safety Competency A.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Follow workplace procedures for hazard identification and risk control</b>                        | 1.1 Recognise hazards in the work area and report to <b>designated personnel</b> according to <b>workplace procedures</b><br>1.2 Accurately follow <b>workplace procedures</b> and work instructions for controlling risk, applicable to <b>general context</b><br>1.3 Follow <b>workplace procedures</b> for dealing with accidents, fires and emergencies whenever necessary within scope of responsibilities and competencies |
| <b>2 Contribute to participative arrangements for the management of occupational health and safety</b> | 2.1 Raise occupational health and safety issues with <b>designated personnel</b> in accordance with <b>workplace procedures</b> and relevant <b>occupational health and safety legislation</b><br>2.2 Contribute to <b>participative arrangements</b> for occupational health and safety management in the workplace within organisational procedures and scope of responsibilities and competencies                             |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                                   | CATEGORIES  |
|---|---|
| <b>Designated personnel</b>                       | <p>[all categories relevant to the workplace within a sport or recreation sector]</p> <ul style="list-style-type: none"> <li>• supervisors</li> <li>• managers</li> <li>• team leaders</li> <li>• management occupational health and safety personnel</li> <li>• other persons authorised or nominated by the organisation or industry to               <ul style="list-style-type: none"> <li>○ perform specified work</li> <li>○ approve specified work</li> <li>○ inspect specified work</li> <li>○ direct specified work</li> </ul> </li> </ul>   |
| <b>General context</b>                            | <p>[one category]</p> <p>applicable to persons without supervisory responsibility and includes</p> <ul style="list-style-type: none"> <li>• school-based workers</li> <li>• entry-level workers</li> <li>• trainees</li> <li>• apprentices</li> </ul>   |
| <b>Hazard identification</b>                      | <p>[all categories]</p> <p>may include activities associated with</p> <ul style="list-style-type: none"> <li>• checking equipment or work area before work commences and during work (for damaged, broken or worn-equipment)</li> <li>• workplace inspections (for spillages, slippery/uneven surfaces, etc)</li> <li>• housekeeping, i.e., clear of obstructions</li> </ul>  |
| <b>Occupational health and safety legislation</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• State/Territory/Commonwealth Occupational Health and Safety Acts, regulations and codes of practice including regulations and codes of practice relating to hazards in the workplace or industry</li> <li>• general duty of care under occupational health and safety legislation and common law</li> <li>• provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees</li> <li>• provisions relating to occupational health and safety issue resolution</li> </ul> |

|                                   |  |
|-----------------------------------|--|
| <b>Participative arrangements</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• formal and informal meetings which include occupational health and safety</li> <li>• occupational health and safety committees</li> <li>• other committees, eg, consultative, planning, purchasing</li> <li>• health and safety representatives</li> <li>• suggestions, reports, concerns put forward by employees to management</li> </ul>   |
| <b>Workplace procedures</b>       | <p>[all categories]</p> <p>are arrangements for how workplace activities may be done. They may be formally documented or communicated verbally and include procedures which are</p> <ul style="list-style-type: none"> <li>• general to the management of the organisation such as <ul style="list-style-type: none"> <li>○ job procedures and work instructions</li> </ul> </li> <li>• specific to occupational health and safety, such as <ul style="list-style-type: none"> <li>○ specific hazards</li> <li>○ emergency response</li> <li>○ consultation and participation</li> <li>○ occupational health and safety issue resolution</li> <li>○ identifying hazards, eg, inspections</li> <li>○ assessing risks</li> <li>○ controlling risks</li> <li>○ use of personal protective equipment</li> <li>○ reporting occupational health and safety issues</li> </ul> </li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to follow defined Occupational Health and Safety policies and procedures</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable in the learners work environment</li> <li>• In particular, assessment must confirm             <ul style="list-style-type: none"> <li>○ demonstrated ability to recognise and report hazards to designated personnel</li> <li>○ demonstrated ability to accurately follow workplace procedures relevant to controlling risks in the workplace</li> <li>○ demonstrated ability to communicate about hazards and risks in the workplace</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units             <ul style="list-style-type: none"> <li>○ units relating to the conduct of activities or the operation of plant and equipment</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The rights and responsibilities of the workplace parties under Occupational Health and Safety Acts, regulations and codes of practice</li> <li>○ Workplace occupational health and safety procedures relevant to the work being undertaken, including procedures for                 <ul style="list-style-type: none"> <li>▪ recognising and reporting on hazards (eg, work area inspections)</li> <li>▪ work operations to control risks (eg, permit to work systems, isolation procedures)</li> <li>▪ responding to accidents, fires and emergencies</li> <li>▪ raising occupational health and safety issues</li> <li>▪ employee participation in occupational health and safety management (eg, consultative or occupational health and safety committees, joint employer/employee inspections)</li> </ul> </li> <li>○ The ways in which occupational health and safety is managed in the workplace, and activities required under occupational health and safety legislation (eg, policies, procedures, plant and equipment maintenance, hazard identification, risk assessment and control, occupational health and safety instruction, training and provision of occupational health and safety information)</li> <li>○ Hazards that exist in the workplace</li> <li>○ The preferred order of ways to control hazards (known as the hierarchy of control)</li> <li>○ The meaning of occupational health and safety symbols found on signs and labels in the workplace</li> <li>○ Designated personnel responsible for occupational health and safety</li> </ul> </li> <li>• Required skills</li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Observation skills to identify workplace hazards</li> <li>○ Communication skills in order to report hazards and incidents</li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency will require access to <ul style="list-style-type: none"> <li>○ details of the established organisational occupational health and safety system</li> <li>○ Information about the rights and responsibilities of the workplace parties under Occupational Health and Safety Acts, regulations and codes of practice</li> <li>○ information on hazards and risks relevant to the workplace</li> <li>○ enterprise occupational health and safety policies and procedures</li> <li>○ personal protective equipment</li> <li>○ relevant work areas for identification of hazards and control measures</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• To ensure that the contingency management component (ability to deal with irregularities and breakdowns) of competency is adequately assessed, evidence needs to be gathered across a range of workplace operations and circumstances that the individual would be expected to deal with in the workplace. This could be either in an actual workplace or in a simulation of realistic workplace conditions. Conditions for simulation should <ul style="list-style-type: none"> <li>○ allow for discussion</li> <li>○ ensure that the relevant documents and resources are available</li> </ul> </li> <li>• In particular, evidence of ability to follow emergency procedures and contribute to participative arrangements may be gathered through simulations</li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• When assessing entry - level workers, assessment techniques that allow collection of evidence from relevant workplace experience should be used. Techniques for assessment should include <ul style="list-style-type: none"> <li>○ observation</li> <li>○ simulation</li> <li>○ case studies</li> <li>○ interviews</li> <li>○ written tests</li> </ul> </li> </ul> |

|  |                      |
|--|----------------------|
|  | ○ workplace projects |
|--|----------------------|

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Observing and identifying potential hazards and preparing report (oral or written) for supervisor</li> <li>• <b>Communicating ideas and information</b> - Passing on information about hazards identified in the workplace</li> <li>• <b>Planning and organising activities</b> - Checking equipment or work area before commencing work</li> <li>• <b>Working with teams and others</b> - Contributing to participative arrangements for occupational health and safety management</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating equipment usage to determine compliance with manufacturer's guidelines, and risk associated with continuing use</li> <li>• <b>Solving problems</b> - Dealing with emergencies, within scope of responsibility</li> <li>• <b>Using technology</b> - Responding to accidents, incidents and emergencies using the appropriate equipment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| SRXOHS002B | IMPLEMENT AND MONITOR THE ORGANISATION'S OCCUPATIONAL HEALTH AND SAFETY POLICIES, PROCEDURES AND PROGRAMS |
|            |   |
| OHS        | Occupational Health and Safety  |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit incorporates the appropriate knowledge and skills required to implement occupational health and safety policies, procedures and programs within the context of an established organisational occupational health and safety system. This unit is relevant for employees with supervisory responsibilities in roles such as team leaders, coordinators, forepersons or supervisors. This unit specifically addresses, at an operational level, the implementation of policies and procedures applicable to risks which affect the health and safety of personnel (staff, clients, onlookers).

This unit is equivalent to the generic Occupational Health and Safety Competency B.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Provide information to the work group about occupational health and safety and the organisation's occupational health and safety policies, procedures and programs</b> | 1.1 Relevant provisions of <b>occupational health and safety legislation</b> and codes of practice are accurately and clearly explained to the work group<br>1.2 <b>Information</b> on the organisation's occupational health and safety policies, procedures and programs is provided in a readily accessible manner and is accurately and clearly explained to the work group<br>1.3 <b>Information</b> about identified hazards and the outcomes of risk assessment and risk control procedures is regularly provided and is accurately and clearly explained to the work group<br>1.4 Personal, peer and staff attitudes towards occupational health and safety and risk management practices are addressed as part of information provision, in accordance with organisational policy |
| <b>2 Implement and monitor participative arrangements for the management of occupational health and safety</b>  | 2.1 Organisational procedures 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<br>2.2 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution in accordance with <b>workplace procedures</b> for issue resolution<br>2.3 The outcomes of consultation over occupational health and safety issues are made known to the work group promptly  |
| <b>3 Implement and monitor the organisation's procedures for identifying hazards and assessing risks</b>  | 3.1 Existing and potential hazards in the work area are identified and reported so that risk assessment and risk control procedures can be applied   |



|  |  |
|--|--|
| <p><b>4 Implement and monitor the organisation's procedures for controlling risks</b></p>                                  | <p>4.1 <b>Workplace procedures to control risks</b> are implemented and adherence to them by the work group is monitored in accordance with <b>workplace procedures</b></p> <p>4.2 Existing risk control measures are monitored and results reported regularly in accordance with workplace procedures</p> <p>4.3 Equipment is maintained in accordance with organisation policy and occupational health and safety regulations</p> <p>4.4 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and report to designated personnel</p> <p>4.5 Inadequacies in resource allocation for implementation of risk control measures are identified and reported to designated personnel</p>   |
| <p><b>5 Implement the organisation's procedures for dealing with hazardous events</b></p>                                  | <p>5.1 <b>Workplace procedures</b> for dealing with <b>hazardous events</b> are implemented whenever necessary to ensure that prompt control action is taken</p> <p>5.2 <b>Hazardous events</b> are investigated to identify their cause in accordance with investigation procedures</p> <p>5.3 Control measures to prevent recurrence and minimise risks of <b>hazardous events</b> are implemented based on the hierarchy of control if within scope of responsibilities and competencies or alternatively referred to designated personnel for implementation</p> <p>5.4 <b>Hazardous goods and equipment</b> are handled and stored in accordance with organisation's policy and occupational health and safety regulations</p> <p>5.5 Organisation emergency policies and procedures are implemented promptly</p> |
| <p><b>6 Implement and monitor the organisation's procedures for providing occupational health and safety training</b></p>  | <p>6.1 <b>Occupational health and safety training</b> needs are identified accurately, specifying gaps between occupational health and safety competencies required and those held by work group members</p> <p>6.2 Arrangements are made for fulfilling identified <b>occupational health and safety training</b> needs in both on and off-the-job training programs in consultation with relevant parties</p>  |
| <p><b>7 Implement and monitor the organisation's procedures for maintaining occupational health and safety records</b></p> | <p>7.1 <b>Occupational health and safety records</b> for work area are accurately and legibly completed in accordance with workplace requirements for <b>occupational health and safety records</b> and legal requirements for the maintenance of records of occupational injury and disease</p> <p>7.2 Aggregate information from the area's <b>occupational health and safety records</b> is used to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities and competencies</p>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                                | CATEGORIES  |
|--|---|
| <b>Control risks</b>                           | [all categories]<br><br>may include actions such as <ul style="list-style-type: none"> <li>• measures to remove the cause of a risk at its source</li> <li>• application of the hierarchy of control, namely               <ul style="list-style-type: none"> <li>○ elimination of the risk</li> <li>○ engineering controls</li> <li>○ administrative controls</li> <li>○ personal protective equipment</li> </ul> </li> <li>• consultation with workers and their representatives</li> </ul>   |
| <b>Hazardous events</b>                        | [all categories]<br><br>may include <ul style="list-style-type: none"> <li>• accidents</li> <li>• fires and explosions</li> <li>• emergencies such as chemical spills, bomb scares and violent incidents, eg, armed robberies</li> </ul>  |
| <b>Hazardous goods and equipment</b>           | [all categories]<br><br>may include <ul style="list-style-type: none"> <li>• use and storage of hazardous chemicals</li> <li>• handling products treated with chemicals</li> <li>• poisonous/allergenic effects of products</li> <li>• electricity and water</li> </ul>   |
| <b>Identifying hazards and assessing risks</b> | [all categories]<br><br>may include <ul style="list-style-type: none"> <li>• audits</li> <li>• workplace inspections</li> <li>• housekeeping</li> <li>• checking work area and/or equipment before and during work</li> <li>• job and work system assessment</li> <li>• reviews of occupational health and safety records, including registers of hazardous substances, dangerous goods, etc</li> <li>• maintenance of plant and equipment</li> <li>• purchasing of supplies and equipment, eg, review of Material Safety Data Sheets, manufacturer/supplier information</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>identifying employee concern</li> </ul>   |
| <b>Information</b>                                | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>for the induction of new workers</li> <li>about the nature of work, tasks and procedures</li> <li>about hazards and risk management procedures</li> <li>to assist in work tasks</li> <li>as part of providing direct supervision, eg, to inexperienced workers</li> <li>to communicate legislation and codes of practice, eg, relating to hazards in the work area</li> <li>for consultation with health and safety representatives and occupational health and safety committees</li> </ul>   |
| <b>Occupational health and safety legislation</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>State/Territory/Commonwealth Occupational Health and Safety Acts, regulations and codes of practice, including regulations and codes of practice relating to hazards present in the work place or industry</li> <li>general duty of care under occupational health and safety legislation and common law</li> <li>requirements for the maintenance and confidentiality of records of occupational injury and disease</li> <li>requirements for provision of occupational health and safety information and training</li> <li>provisions relating to health and safety representatives and/or occupational health and safety committees</li> <li>provisions relating to occupational health and safety issue resolution</li> </ul> |
| <b>Occupational health and safety records</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>occupational health and safety audits and inspection reports</li> <li>equipment usage logs</li> <li>health surveillance and workplace environmental monitoring records</li> <li>records of instruction and training</li> <li>manufacturers and suppliers information, including Material Safety Data Sheets and dangerous goods storage lists</li> <li>hazardous substances registers</li> <li>maintenance reports and testing reports</li> <li>workers compensation and rehabilitation records</li> <li>first aid/medical post records</li> </ul>  |
| <b>Occupational health and safety training</b>    | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>induction training</li> <li>specific hazard training</li> <li>specific task or equipment training</li> <li>emergency and evacuation training</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• training as part of broader programs, eg, equipment operation</li> </ul>   |
| <b>Participative arrangements</b>                   | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• formal and informal meetings which include occupational health and safety</li> <li>• occupational health and safety committees</li> <li>• other committees, eg, consultative, planning, purchasing</li> <li>• health and safety representatives</li> <li>• suggestions, requests, reports and concerns put forward by employees to management</li> </ul>  |
| <b>Procedures for dealing with hazardous events</b> | <p>[all categories]</p> <p>include</p> <ul style="list-style-type: none"> <li>• evacuation</li> <li>• chemical containment</li> <li>• first aid</li> <li>• accident/incident reporting and investigation</li> </ul>   |
| <b>Workplace procedures</b>                         | <p>[all categories]</p> <p>are arrangements for how workplace activities are to be done. They may be formally documented or communicated verbally. They may include procedures which are</p> <ul style="list-style-type: none"> <li>• general to the management of the organisation such as <ul style="list-style-type: none"> <li>○ job procedures and work instructions</li> <li>○ maintenance of plant and equipment</li> <li>○ purchasing of supplies and equipment</li> <li>○ counselling/disciplinary processes</li> </ul> </li> <li>• specific to occupational health and safety, such as <ul style="list-style-type: none"> <li>○ providing occupational health and safety information</li> <li>○ consultation and participation</li> <li>○ emergency response</li> <li>○ housekeeping</li> <li>○ specific hazards</li> <li>○ identifying hazards, eg, inspections</li> <li>○ incident investigation</li> <li>○ assessing risks</li> <li>○ controlling risks</li> <li>○ personal protective equipment</li> <li>○ occupational health and safety training and assessment</li> <li>○ occupational health and safety record keeping</li> <li>○ reporting occupational health and safety issues</li> <li>○ occupational health and safety issue resolution</li> </ul> </li> </ul> |

**Evidence Guide**

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to implement and monitor the organisation's occupational health and safety policies, procedures and programs</li> <li>• Assessment of performance should be over a period of time covering categories from the Range Statement applicable in the learners work environment</li> <li>• In particular, assessment must confirm             <ul style="list-style-type: none"> <li>○ knowledge, consistent with the elements of competence, of all applicable Occupational Health and Safety Acts, regulations and codes of practice</li> <li>○ understanding of, and ability to apply organisational management systems and procedures to occupational health and safety</li> <li>○ understanding of, and ability to apply risk management procedures (that is, undertake hazard identification, risk assessment and risk control in accordance with the hierarchy of control)</li> <li>○ knowledge of how characteristics of the workplace impact on the management of occupational health and safety, and an ability to apply that understanding</li> </ul> </li> </ul>                                |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXOHS001B Follow defined occupational health and safety policies and procedures</li> <li>○ SRXRK001A Undertake risk analysis of activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN405A Analyse and present research information</li> <li>○ BSBCMN413A Implement and monitor environmental policies</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The provisions of Occupational Health and Safety Acts, regulations and Codes of Practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities</li> <li>○ Principles and practices of effective occupational health and safety management, such as                 <ul style="list-style-type: none"> <li>▪ risk management, ie, risk identification, risk assessment and risk control</li> <li>▪ the hierarchy of control</li> <li>▪ elements of an effective occupational health and safety management system</li> <li>▪ participation and consultation over occupational health and safety</li> <li>▪ accident and incident investigation</li> </ul> </li> <li>○ Hazards which exist in the workplace including                 <ul style="list-style-type: none"> <li>▪ the range of control measures available for these hazards</li> <li>▪ considerations for choosing between different control measures, such as possible inadequacies of particular</li> </ul> </li> </ul> </li> </ul> |

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|                                     | <ul style="list-style-type: none"> <li>control measures</li> <li>○ Organisational occupational health and safety management systems, policies and procedures necessary to support organisational compliance with legal requirements, including procedures for             <ul style="list-style-type: none"> <li>▪ communicating about occupational health and safety issues</li> <li>▪ consulting and allowing participation over occupational health and safety issues</li> <li>▪ identifying and reporting on hazards, eg, through inspection reports</li> <li>▪ assessing risks</li> <li>▪ controlling risks</li> <li>▪ monitoring risk control measures</li> <li>▪ reporting budgetary and resource needs</li> <li>▪ responding to and dealing with hazardous events</li> <li>▪ occupational health and safety training</li> <li>▪ occupational health and safety record keeping</li> </ul> </li> <li>○ How the characteristics and composition of the workforce impact on the occupational health and safety management including             <ul style="list-style-type: none"> <li>▪ literacy</li> <li>▪ communication skills</li> <li>▪ cultural background</li> <li>▪ gender</li> <li>▪ workers with disabilities</li> <li>▪ part time, casual, contract workers</li> </ul> </li> <li>○ The relevance of occupational health and safety management to other organisational systems, policies and procedures, including             <ul style="list-style-type: none"> <li>▪ business planning (especially new technology, organisational change)</li> <li>▪ budgeting</li> <li>▪ purchasing</li> <li>▪ maintenance</li> <li>▪ contractors</li> <li>▪ training</li> <li>▪ consultation</li> <li>▪ human resource management</li> <li>▪ equal employment opportunities</li> </ul> </li> <li>● Required skills             <ul style="list-style-type: none"> <li>○ Ability to analyse the entire working environment in the area of responsibility in order to identify hazards, assess risks and judge when intervention to control risks is necessary</li> <li>○ Ability to analyse relevant workplace data, such as incident or environmental monitoring data, to identify hazards, assess risks and evaluate the effectiveness of risk control measures</li> <li>○ Ability to assess the resources needed to apply different risk control measures and make recommendations to management on that basis</li> </ul> </li> </ul> |
| <p><b>Resource implications</b></p> | <ul style="list-style-type: none"> <li>● Physical resources - assessment of this unit requires access to             <ul style="list-style-type: none"> <li>○ relevant Occupational Health and Safety Acts, regulations and codes of practice</li> <li>○ enterprise occupational health and safety policies and procedures</li> <li>○ personal protective equipment</li> <li>○ relevant work areas for identification of hazards and control measures</li> </ul> </li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines.</li> </ul>  |

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|                                   | <p>That is, assessors (or persons within the assessment team) must</p> <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• To ensure that the contingency management component is adequately assessed, evidence needs to be gathered across a range of work procedures and in a range of workplace circumstances in an actual workplace or in a simulation of realistic workplace conditions. Conditions for simulation should <ul style="list-style-type: none"> <li>○ accurately simulate the range of circumstances that the individual could be expected to deal with in the workplace</li> <li>○ allow for discussion</li> <li>○ ensure that the relevant documents and resources are available</li> </ul> </li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Techniques for assessment could include <ul style="list-style-type: none"> <li>○ observation</li> <li>○ simulation</li> <li>○ case studies</li> <li>○ interviews</li> <li>○ written tests</li> <li>○ workplace projects</li> </ul> </li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Identifying risk using workplace inspections, audits, records and case studies and applying this information to determine the level of risk</li> <li>• <b>Communicating ideas and information</b> - Informing work groups about occupational health and safety and the organisation's policies, procedures and programs</li> <li>• <b>Planning and organising activities</b> - Making arrangements for training of staff based on identified gaps in occupational health and safety competencies</li> <li>• <b>Working with teams and others</b> - Implementing participative arrangements for the management of occupational health and safety</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating the likelihood of a risk occurring, and its consequences</li> <li>• <b>Solving problems</b> - Determining the most cost efficient and effective options to control risk</li> <li>• <b>Using technology</b> - Maintaining occupational health and safety records</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



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| SRXOHS003B | ESTABLISH, MAINTAIN AND EVALUATE THE ORGANISATION'S OCCUPATIONAL HEALTH AND SAFETY SYSTEM |
|            |   |
| OHS        | Occupational Health and Safety  |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Training Packages.

This unit describes generic occupational health and safety competencies applicable to those with managerial responsibilities. This may include those with responsibility for an entire organisation or a department of an organisation (in the case of owners, the responsibility will be for an entire organisation). The position to which the competency applies will vary according to the organisation but may include managers at a range of levels and other specialist managers (eg, maintenance managers, personnel manager).

This unit specifically addresses, at an organisational level, the establishment of procedures applicable to risks which affect the health and safety of personnel (staff, clients, onlookers). Other risks which may impact upon an organisation (eg, financial, professional liability, product liability, economic) are addressed in unit SRXRIS002B Manage organisational risk.

This unit is equivalent to, and enhances the generic Occupational Health and Safety Competency C.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Establish and maintain the framework for the occupational health and safety system in the area managerial of responsibility</b> | <p>1.1 Occupational health and safety policies are developed which clearly express the organisation's commitment with respect to occupational health and safety within the area of managerial responsibility and how relevant <b>occupational health and safety legislation</b> will be implemented, consistent with overall organisational policies</p> <p>1.2 Occupational health and safety responsibilities and duties which will allow implementation and integration of the occupational health and safety system are clearly defined, allocated and included in job descriptions and duty statements for all relevant positions</p> <p>1.3 Financial and human resources for the operation of the occupational health and safety system are identified, sought and/or provided in a timely and consistent manner</p> <p>1.4 Information on the occupational health and safety system and procedures for the area of managerial responsibility is provided and explained in a form, <b>general contexts</b>, which is readily accessible to employees</p> |
| <b>2 Establish and maintain participative arrangements for the management of occupational health and safety</b>                      | <p>2.1 Appropriate consultative processes are established and maintained in consultation with employees and their representatives in accordance with relevant <b>occupational health and safety legislation</b> and consistent with the organisation's overall process for consultation</p> <p>2.2 Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution</p> <p>2.3 Information about the outcomes of participation and consultation is provided in a manner accessible to employees</p>   |

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| <p><b>3 Establish and maintain procedures for identifying hazards</b></p>                          | <p>3.1 Existing and potential hazards within the area of managerial responsibility are correctly identified and identification confirmed in accordance with <b>occupational health and safety legislation</b>, codes of practice and trends identified from the <b>occupational health and safety records</b> system</p> <p>3.2 A procedure for on-going identification of hazards is developed and integrated within systems of work and procedures</p> <p>3.3 Activities are appropriately monitored to ensure that this procedure is adopted effectively throughout area of managerial responsibility</p> <p>3.4 Hazard identification is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created</p>   |
| <p><b>4 Establish and maintain procedures for assessing risks</b></p>                              | <p>4.1 Risks presented by identified hazards are correctly assessed in accordance with <b>occupational health and safety legislation</b> and codes of practice</p> <p>4.2 A procedure for on-going assessment of risks is developed and integrate within systems of work and procedures</p> <p>4.3 Activities are monitored to ensure that this procedure is adopted effectively throughout the area of managerial responsibility</p> <p>4.4 Risk assessment is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure that the risk from hazards is not increased</p>   |
| <p><b>5 Establish and maintain procedures for controlling risks</b></p>                            | <p>5.1 Measures to control assessed risks are developed in accordance with the hierarchy of control, relevant <b>occupational health and safety legislation</b>, codes of practice and trends identified from occupational health and safety records system</p> <p>5.2 When measures which control a risk at its source are not immediately practicable, interim solutions are implemented until a control measure is developed</p> <p>5.3 A procedure for on-going control of risks, based on the hierarchy of control, is developed and integrate within general systems of work and procedures</p> <p>5.4 Activities are monitored to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility</p> <p>5.5 Risk control is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure adequate risk control measures are included</p> <p>5.6 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures</p> |
| <p><b>6 Establish and maintain organisational procedures for dealing with hazardous events</b></p> | <p>6.1 Potential hazardous events are correctly identified</p> <p>6.2 Procedures which would control the risks associated with hazardous events and meet any legislative requirements as a minimum are developed in consultation with appropriate emergency services</p> <p>6.3 Appropriate information and training is provided to all employees to enable implementation of the correct procedures in all relevant circumstances</p>   |
| <p><b>7 Establish and maintain occupational health and safety training program</b></p>             | <p>7.1 <b>An occupational health and safety training program</b> is developed and implemented to identify and fulfil employees occupational health and safety training needs as part of the organisation's general training program</p>  |

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| <p><b>8 Establish and maintain a system for occupational health and safety records</b></p>                                      | <p>8.1 A system for keeping <b>occupational health and safety records</b> is established and monitored to allow identification of patterns of occupational injury and disease within the area of managerial responsibility</p>   |
| <p><b>9 Evaluate the organisation's occupational health and safety system and related policies, procedures and programs</b></p> | <p>9.1 The effectiveness of the occupational health and safety system and related policies, procedures and programs is assessed according to the organisation's aims with respect to occupational health and safety</p> <p>9.2 Improvements to the occupational health and safety system are developed and implemented to ensure more effective achievement of the organisation's aims with respect to occupational health and safety</p> <p>9.3 Compliance with <b>occupational health and safety legislation</b> and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained as a minimum</p> |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES   |
|---|--|
| <b>General context</b>  | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• within the area of managerial responsibility which might be an entire organisation or department of an organisation (in the case of owners, the responsibility will be for an entire organisation)</li> <li>• positions to which the competency applies will vary according to the industry or organisation but may include               <ul style="list-style-type: none"> <li>○ managers at the range of levels</li> <li>○ other specialist managers (eg, maintenance managers, personnel managers)</li> </ul> </li> </ul>  |
| <b>Evaluate the organisations occupational health and safety system</b> | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• reviewing the effectiveness of the occupational health and safety management system</li> <li>• regular review of operating procedures</li> <li>• regular analysis of occupational health and safety records</li> <li>• occupational health and safety audits against occupational health and safety legislative requirements</li> </ul>  |
| <b>Framework for the occupational health and safety system</b>          | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• policy development and updating</li> <li>• determining the ways in which occupational health and safety will be managed. This may include distinct occupational health and safety management activities, or inclusion of occupational health and safety functions within a range of management functions and operations such as               <ul style="list-style-type: none"> <li>○ maintenance of plant and equipment</li> <li>○ purchasing of materials and equipment</li> <li>○ designing operations, work flow and materials handling</li> <li>○ planning or implementing alterations to site, plant, operations or work systems</li> </ul> </li> <li>• mechanisms for review and allocation of human, technical and financial resources needed to manage occupational health and safety, including defining and allocating occupational health and safety responsibilities for all relevant positions</li> <li>• mechanisms for keeping up to date with relevant information and updating the management arrangements for occupational health and safety, for example, information on health effects of hazards, technical developments in risk control and environmental monitoring and changes to legislation</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• mechanisms to assess and update occupational health and safety management arrangements relevant to legislative requirements</li> <li>• a system for communicating occupational health and safety information to employees, supervisors and managers within the organisation</li> </ul>   |
| <b>Occupational health and safety legislation</b>      | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• State/Territory/Commonwealth Occupational Health and Safety Acts, regulations and codes of practice, including regulations and codes of practice relating to hazards present in the work place or industry</li> <li>• the general duty of care under occupational health and safety legislation and common law</li> <li>• requirements for the maintenance and confidentiality of records of occupational injury and disease</li> <li>• requirements for provision of occupational health and safety information and training</li> <li>• provisions relating to health and safety representatives and/or occupational health and safety committees</li> <li>• provisions relating to occupational health and safety issue resolution</li> </ul>   |
| <b>Occupational health and safety records</b>          | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• identifying records required under occupational health and safety legislation, eg <ul style="list-style-type: none"> <li>○ workers compensation and rehabilitation records</li> <li>○ hazardous substances register</li> <li>○ Material Safety Data Sheets</li> <li>○ major accident/injury notifications</li> <li>○ certificates and licences</li> </ul> </li> <li>• manufacturers and suppliers occupational health and safety information</li> <li>• occupational health and safety audits and inspection reports</li> <li>• maintenance and testing reports</li> <li>• workplace environmental monitoring and health surveillance records</li> <li>• records of instruction and training</li> <li>• first aid/medical post records</li> </ul> |
| <b>Occupational health and safety training program</b> | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• arrangements for ongoing assessment of training needs relating to <ul style="list-style-type: none"> <li>○ supervisors and managers</li> <li>○ specific hazards</li> <li>○ specific tasks or equipment</li> <li>○ emergencies and evacuations</li> <li>○ training required under occupational health and safety legislation</li> </ul> </li> <li>• allocation of resources for occupational health and safety training – including acquisition of training resources, development of staff training skills, purchase of training services</li> <li>• induction training</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• training for new operations, materials or equipment</li> </ul>  |
| <b>Participative arrangements</b>                   | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• occupational health and safety committees and other committees, eg, consultative, planning, purchasing</li> <li>• health and safety representatives</li> <li>• employee and supervisor involvement in occupational health and safety management activities, eg, occupational health and safety inspections, audits, environmental monitoring, risk assessment, risk control</li> <li>• procedures for reporting hazards, risks and occupational health and safety issues by managers and employees</li> <li>• inclusion of occupational health and safety in consultative or other meetings and processes</li> </ul>   |
| <b>Procedures for assessing risks</b>               | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• determining the likelihood and severity of adverse consequences from hazards</li> <li>• occupational health and safety audits</li> <li>• workplace inspections</li> <li>• maintenance of plant and equipment</li> <li>• purchasing of materials and equipment</li> <li>• planning or implementing alterations to site, operations or work systems</li> <li>• analysis of relevant records and reports, eg, injuries and incidents, hazardous substances, inventories/registers, audit and environmental monitoring reports, occupational health and safety committee records</li> </ul>  |
| <b>Procedures for controlling risks</b>             | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• assessing the occupational health and safety consequences of materials, plant or equipment prior to purchase</li> <li>• obtaining expert advice</li> <li>• appropriate application of measures according to the hierarchy of control, namely <ul style="list-style-type: none"> <li>○ elimination of the risk</li> <li>○ engineering controls</li> <li>○ administrative controls</li> <li>○ personal protective clothing and equipment</li> </ul> </li> <li>• designing safe operations and systems of work</li> <li>• inclusion of new occupational health and safety information into procedures</li> <li>• checking organisation compliance with regulatory requirements</li> </ul> |
| <b>Procedures for dealing with hazardous events</b> | <p>[all categories]</p> <p>may include</p>   |

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|  | <ul style="list-style-type: none"> <li>• making inventories of and inspecting high risk operations</li> <li>• inspecting systems and operations associated with potentially hazardous events, eg, emergency communications, links to emergency services, fire fighting, chemical spill containment, bomb alerts, first aid services</li> </ul>   |
| <p><b>Procedures for identifying hazards</b></p> | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• workplace inspections, including plant and environment</li> <li>• audits</li> <li>• maintaining and analysing occupational health and safety records, including environmental monitoring, health surveillance reports</li> <li>• maintenance of plant and equipment</li> <li>• reviews of materials and equipment purchases, including manufacturers and suppliers information</li> <li>• employee reporting of occupational health and safety issues</li> </ul> |

## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Competence is demonstrated in the context of             <ul style="list-style-type: none"> <li>○ responsibility for managing the operations of an organisation or a department of an organisation</li> <li>○ provision of information on, or access to, the arrangements for managing an organisation or department</li> <li>○ provision of information on, or access to, established arrangements for management of occupational health and safety in an organisation or department</li> </ul> </li> <li>• Competence may be demonstrated working individually, or under the guidance of, or as a member of, a team with specialist occupational health and safety staff, managers or consultants</li> <li>• Evidence is required of             <ul style="list-style-type: none"> <li>○ detailed knowledge of all relevant occupational health and safety Acts, regulations and codes of practice and how they will be implemented within the area of managerial responsibility</li> <li>○ understanding of the principles and practice of effective occupational health and safety, including the significance of organisational management systems and procedures for occupational health and safety and an ability to establish and maintain appropriate arrangements for occupational health and safety within those systems and procedures</li> <li>○ ability to establish and/or maintain the organisation's occupational health and safety management system</li> <li>○ detailed understanding of how the characteristics of the workforce impact on the design and maintenance of occupational health and safety management systems, and an ability to apply that understanding</li> <li>○ ability to identify when expert advice is needed, to obtain that advice and to act on it appropriately</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXOHS002B Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXRIK002A Manage an organisation's risk</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The provisions of Occupational Health and Safety Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities</li> <li>○ Principles and practices of effective occupational health and safety management including                 <ul style="list-style-type: none"> <li>▪ elements of an effective occupational health and safety management system</li> <li>▪ risk management</li> </ul> </li> </ul> </li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>▪ appropriate links to other management systems (eg, contractors, maintenance, purchasing)</li> <li>▪ the role of technical information and experts in designing control measures, monitoring systems and health surveillance</li> <li>▪ the hierarchy of control measures</li> <li>▪ participation and consultation over occupational health and safety</li> <li>▪ incident and accident investigation</li> <li>○ Management arrangements related to regulatory compliance, for example, arrangements for <ul style="list-style-type: none"> <li>▪ keeping the organisation abreast of developments in occupational health and safety, eg, law, control measures, hazards</li> <li>▪ mandatory notifications and reporting</li> <li>▪ mandatory licenses and certificates</li> <li>▪ registers, listings, and labelling of regulated materials, eg, hazardous substances, dangerous goods</li> <li>▪ communicating to the organisation about occupational health and safety</li> <li>▪ consulting about and participation in occupational health and safety management</li> <li>▪ identifying and reporting on hazards, eg, through audits, inspections</li> <li>▪ assessing risks</li> <li>▪ controlling risks</li> <li>▪ monitoring risk control measures</li> <li>▪ allocating financial, technical and human resources for occupational health and safety</li> <li>▪ responding to and dealing with hazardous events</li> <li>▪ occupational health and safety training</li> <li>▪ occupational health and safety record keeping</li> <li>▪ collection and use of occupational health and safety related data</li> </ul> </li> <li>○ Hazards and associated risks which exist in the organisation including <ul style="list-style-type: none"> <li>▪ the range of control measures available for these risks</li> <li>▪ considerations for choosing between different control measures, such as possible inadequacies with particular control measures</li> </ul> </li> <li>○ How the characteristics and composition of the workforce impact on occupational health and safety management including <ul style="list-style-type: none"> <li>▪ literacy</li> <li>▪ communication skills</li> <li>▪ cultural background</li> <li>▪ gender</li> <li>▪ workers with disabilities</li> <li>▪ part time, casual, contract workers</li> </ul> </li> <li>○ The relevance to occupational health and safety management of other organisational management systems, policies and procedures including <ul style="list-style-type: none"> <li>▪ business planning (especially plans relating to new technology, organisational change, workplace design)</li> <li>▪ finance</li> <li>▪ contractors</li> <li>▪ purchasing</li> <li>▪ materials transport and storage</li> <li>▪ maintenance</li> <li>▪ training</li> <li>▪ consultation</li> </ul> </li> </ul> |
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|                                   | <ul style="list-style-type: none"> <li>▪ human resource management</li> <li>▪ equal employment opportunity</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Ability to analyse the entire working environment in order to identify hazards, assess risks and design and implement appropriate occupational health and safety management systems</li> <li>○ Ability to analyse relevant workplace data (eg, incident, environmental monitoring) to identify hazards, assess risks and evaluate the effectiveness of the occupational health and safety management system</li> <li>○ Ability to assess the resources needed to establish and maintain occupational health and safety management systems including a range of risk control measures</li> </ul> </li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit requires access to <ul style="list-style-type: none"> <li>○ relevant Occupational Health and Safety Acts, regulations and codes of practice</li> <li>○ information relevant to the management of the organisation, eg, planning, operations, maintenance, purchasing, budgeting</li> <li>○ organisation occupational health and safety management information including policies and procedures</li> <li>○ work areas in area of managerial responsibility</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• To ensure that the contingency management component (ability to deal with irregularities and breakdowns) of competency is adequately assessed, evidence needs to be gathered across a range of workplace operations and circumstances that the individual would be expected to deal with in the workplace. This could be either in an actual workplace or in a simulation of realistic workplace conditions. Conditions for simulations should <ul style="list-style-type: none"> <li>○ accurately simulate the range of operations and circumstances that managers or owners could be expects to manage in the workplace</li> <li>○ allow for discussion</li> <li>○ ensure the relevant information and documents are available</li> </ul> </li> <li>• In particular, evidence of ability to manage a range of emergencies and hazardous events may be gathered through simulations</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills, simulations, case studies, interviews, workplace projects and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations",</li> </ul> |

|  |   |
|--|---|
|  | <p>any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p> <ul style="list-style-type: none"><li>• Techniques for assessment could include<ul style="list-style-type: none"><li>○ observation</li><li>○ simulation</li><li>○ case studies</li><li>○ interviews</li><li>○ written tests</li><li>○ workplace projects</li></ul></li></ul> |
|--|---|

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Establishing procedures for identifying hazards by identifying the requirements and procedures for using workplace inspections, audits, records and case studies</li> <li>• <b>Communicating ideas and information</b> - Explaining the occupational health and safety system and procedures to employees</li> <li>• <b>Planning and organising activities</b> - Planning financial and human resources for the operation of the occupational health and safety system</li> <li>• <b>Working with teams and others</b> - Using consultative processes to establish and maintain occupational health and safety system in accordance with legislation</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating the likelihood of a risk occurring, and its consequences</li> <li>• <b>Solving problems</b> - Determining the most cost efficient and effective options to control risk</li> <li>• <b>Using technology</b> - Establishing occupational health and safety records system</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



# PLANNING



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|            |                                   |
|------------|-----------------------------------|
| BSBMGT601A | CONTRIBUTE TO STRATEGIC DIRECTION |
|            |                                   |
| PLA        | Planning                          |

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

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Contribute to the creation and/or review of the organisational mission statement</b> | 1.1 Effective relationships are developed with <b>stakeholders</b> through consultation<br>1.2 Organisational direction and values are developed and agreed upon<br>1.3 Support is gained for strategic direction from all relevant <b>stakeholders</b>   |
| <b>2 Analyse the external environment</b>   | 2.1 Information requirements are determined and <b>research</b> undertaken or commissioned to deliver relevant information<br>2.2 <b>Research</b> provides appropriate information to assist in the prediction of social, political, economic and technological developments in a global context<br>2.3 <b>Advice</b> sought from appropriate experts wherever necessary<br>2.4 Emerging and predicted trends are analysed for business opportunities<br>2.5 Business opportunities and obstacles are documented and analysed<br>2.6 The analyses are based on valid, reliable information and the methodology is cost effective<br>2.7 Future activities and potential interests for the organisation and other relevant groups, are identified<br>2.8 Steps to influence, modify and adapt to the external environment are identified |
| <b>3 Undertake competitive analysis</b>   | 3.1 Existing and potential competitors and allies are identified<br>3.2 Strengths and weaknesses of existing and potential competitors and allies are documented<br>3.3 Potential for joint ventures and/or strategic alliances is explored<br>3.4 Analytical methods are cost effective<br>3.5 Cases for co-operative ventures are supported by risk and cost/benefit analyses, are consistent with organisation mission and values, and provide for appropriate <b>due diligence</b><br>3.6 Evaluation of competitive environment takes account of current trends and developments  |
| <b>4 Analyse and review organisation's capabilities</b>                                   | 4.1 Opportunities are provided for input to the analysis from people throughout the organisation<br>4.2 Organisation's existing resources (tangible and intangible) are evaluated thoroughly<br>4.3 Capabilities are identified and documented and ranked in terms of sustainable competitive advantage<br>4.4 <b>Value chain analysis</b> is completed across the organisation and competitive advantages and disadvantages are identified<br>4.5 <b>Core Competencies</b> are identified and evaluated in terms of sustainable competitive advantage and global opportunities<br>4.6 The mission, vision and purpose are consistent with the organisation's stated values, and are realistic but challenging  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Competitive advantage</b>   | means <ul style="list-style-type: none"> <li>• the combination of factors within an organisation which gives it an edge over its competitors</li> </ul>  |
| <b>Stakeholders</b>  | may include <ul style="list-style-type: none"> <li>• customers</li> <li>• employees</li> <li>• government agencies</li> <li>• owners</li> </ul>  |
| <b>Research</b>  | may include <ul style="list-style-type: none"> <li>• commissioned research</li> <li>• internal research</li> <li>• demographic</li> <li>• social</li> <li>• political</li> <li>• economic</li> <li>• technological</li> <li>• product</li> <li>• market segmentation</li> </ul>  |
| <b>Global context</b>  | means <ul style="list-style-type: none"> <li>• an examination on a world-wide basis, of factors which may impact on the long-term strategic direction of the business</li> </ul>   |

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| <b>Due diligence</b>                     | <p>means</p> <ul style="list-style-type: none"> <li>• the process by which an investor, lawyer, consistent auditor, or other qualified person, verifies the accuracy of data provided by another organisation</li> </ul>  |
| <b>Value chain analysis</b>              | <p>means</p> <ul style="list-style-type: none"> <li>• an analysis of a series of primary activities <ul style="list-style-type: none"> <li>○ inbound logistics</li> <li>○ operations</li> <li>○ outbound logistics</li> <li>○ marketing and sales</li> <li>○ service support and their support activities</li> <li>○ firm infrastructure</li> <li>○ human resource management</li> <li>○ technological development</li> <li>○ procurement</li> </ul> </li> </ul>  |
| <b>Core competencies</b>                 | <p>means</p> <ul style="list-style-type: none"> <li>• the resources and capabilities that serve as a source of competitive advantage over a firm's rivals</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|   |   |
|---|---|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to analyse and interpret relevant markets, capability assessment of the organisation and its existing and potential competitors and allies</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ be provided of detailed, thorough and appropriate analyses in respect to the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment</li> <li>○ demonstrate evidence of the development/restatement of organisations strategic direction based on these analysis to develop/restate their strategic direction in a clear and unequivocal manner, needs to be carefully assessed</li> <li>○ demonstrate Occupational Health and Safety considerations which may include                 <ul style="list-style-type: none"> <li>▪ inclusion of Occupational Health and Safety policy in mission statement</li> <li>▪ review of external Occupational Health and Safety requirements, including potential for Occupational Health and Safety management systems and approaches related to worker's compensation premiums</li> </ul> </li> </ul> </li> </ul> |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMGT602A Contribute to the development and implementation of strategic plans</li> </ul> </li> </ul>   |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Strategic planning methodologies</li> <li>○ Data collection methods</li> <li>○ Inventory management systems including material resource planning systems</li> <li>○ Value chain concepts</li> <li>○ Purpose, mission and values of the organisation</li> <li>○ External environment scanning relating to social, political, economic and technological developments</li> <li>○ Core competency concepts</li> <li>○ Concept of sustainable competitive advantage</li> <li>○ Consultative processes and methods</li> <li>○ Organisational change processes</li> <li>○ Organisational design processes</li> <li>○ Legislation, codes and by-laws relevant to the organisation's</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>operations</p> <ul style="list-style-type: none"> <li>• Required skills <ul style="list-style-type: none"> <li>○ Research skills to ensure accurate, up-to-date information is available for the environmental analysis</li> <li>○ Analytical skills to undertake value chain analysis and identify under-performance/areas for improvement</li> <li>○ Evaluative skills to maintain performance and assess the use of alternative suppliers/contractors</li> <li>○ Ability to collate and interpret statistical data including trend analysis</li> <li>○ Value chain analysis to assess the value-creating potential of a firm's primary activities and support activities which are superior and/or unique to its competitors</li> <li>○ Risk management skills to plan and undertake appropriate due diligence</li> <li>○ Cost benefit analysis skills to evaluate co-operative ventures and alliances</li> <li>○ Strategic thinking skills to develop and evaluate responses to competitors and allies actions in the market</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To conduct environmental analysis</li> <li>• <b>Communicating ideas and information</b> - To inform about the organisation's strategic direction</li> <li>• <b>Planning and organising activities</b> - To undertake competitive analysis</li> <li>• <b>Working with teams and others</b> - To conduct the analyses and documentation of the analyses</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse the performance of competitors and their own organisation</li> <li>• <b>Solving problems</b> - To manage threats from the external environment and competitors</li> <li>• <b>Using technology</b> - To undertake research and conduct analyses</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| BSBMGT602A | CONTRIBUTE TO THE DEVELOPMENT AND IMPLEMENTATION OF STRATEGIC PLANS |
| PLA        | Planning  |

**DESCRIPTION:** This unit covers the second stage of the strategic planning process. It involves confirmation of strategic direction, the development of detailed objectives and strategies, and the creation of measures and criteria to evaluate progress towards those objectives

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Confirm organisational mission, vision and purpose</b> | 1.1 <b>Stakeholders</b> are consulted in an open and realistic way to engender support for the process<br>1.2 Expectations and requirements of the board/owners are being met<br>1.3 The mission, vision and purpose are consistent with the organisation's stated values, and are realistic but challenging  |
| <b>2 Formulate strategic objectives and strategies</b>      | 2.1 Objectives are consistent with the environmental trend analyses, and forecasts have been developed<br>2.2 Objectives state clearly and in measurable terms, what the organisation needs to achieve<br>2.3 <b>Strategies</b> are developed in the context of meeting chosen product differentiation and cost structure objectives<br>2.4 <b>Value adding activities</b> are introduced, consistent with the <b>value chain analysis</b> and the strategic direction<br>2.5 Strategies take account of competitive advantages and disadvantages identified<br>2.6 Opportunities for <b>strategic alliances</b> and <b>co-operative ventures</b> are incorporated into the strategies<br>2.7 <b>Benchmarking</b> of all key operational and support activities is undertaken<br>2.8 Opportunities for the purchase of <b>value adding activities</b> externally have been thoroughly evaluated   |
| <b>3 Evaluate and improve strategic performance</b>         | 3.1 <b>Processes for the evaluation</b> of strategic performance are supported by key stakeholders and approved by the board/owners<br>3.2 <b>Key Performance Indicators</b> and other criteria for measurement of achievement are developed in advance of implementation<br>3.3 Performance measures address all key aspects of organisational performance, to meet the interests of <b>stakeholders</b><br>3.4 Performance data is analysed on a regular and planned basis, in terms of the indicators, performance standards and other criteria developed<br>3.5 Successes and performance gaps are clearly identified and analysed as to cause and effect<br>3.6 Strategic performance is reported to all stakeholders in a transparent manner and meeting all <b>compliance requirements</b><br>3.7 Objectives and strategies are reviewed, evaluated and revised where necessary<br>3.8 The organisation's mission, vision and purpose are reviewed and revised where necessary |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Stakeholders</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• customers</li> <li>• employees</li> <li>• government agencies</li> <li>• owners</li> </ul>   |
| <b>Strategies</b>  | <p>means</p> <ul style="list-style-type: none"> <li>• long term plans which will guide the organisation in achieving its mission</li> </ul>  |
| <b>Value chain analysis</b>  | <p>means</p> <ul style="list-style-type: none"> <li>• an analysis of a series of primary activities <ul style="list-style-type: none"> <li>○ inbound logistics</li> <li>○ operations</li> <li>○ outbound logistics</li> <li>○ marketing and sales</li> <li>○ service support and their support activities <ul style="list-style-type: none"> <li>▪ firm infrastructure</li> <li>▪ human resource management</li> <li>▪ technological development</li> <li>▪ procurement</li> </ul> </li> </ul> </li> </ul> |
| <b>Value adding activities</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• outsourcing</li> <li>• external supply</li> <li>• contracting out</li> </ul>   |

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|--|--|
| <b>Strategic alliances/co-operative ventures</b> | means <ul style="list-style-type: none"> <li>any form of partnership, consortium, joint venture, entered into to help better achieve strategic objectives</li> </ul>   |
| <b>Benchmarking</b>                              | means <ul style="list-style-type: none"> <li>a process by which an organisation assesses its current best practices by comparing them with the best practices of other organisations</li> </ul>  |
| <b>Processes for evaluation</b>                  | may include <ul style="list-style-type: none"> <li>key performance indicators</li> <li>gap analysis</li> <li>variance analysis</li> <li>conformance reports</li> <li>customer feedback</li> <li>balanced score card measures</li> </ul>  |
| <b>Key performance indicators</b>                | means <ul style="list-style-type: none"> <li>a series of measurements/targets for each of the key result areas of the organisation</li> </ul>  |
| <b>Compliance requirements</b>                   | may include <ul style="list-style-type: none"> <li>acts/legislation</li> <li>regulations</li> <li>codes of conduct</li> <li>audit requirements</li> <li>internal policy requirements</li> </ul>  |
| <b>The sport and recreation industry</b>         | covers <ul style="list-style-type: none"> <li>industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>large volunteer base</li> <li>high turnover of volunteers</li> <li>high levels of part time and casual employment</li> <li>irregular working hours</li> <li>relatively few professional positions</li> <li>workforce employed mostly in operational positions</li> <li>mainly small business or self-employed personnel</li> <li>slow to take up technology</li> <li>over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge for confirmation of strategic direction, the development of detailed objectives and strategies, and the creation of measures and criteria to evaluate progress towards those objectives</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate capacity to successfully consult and engage relevant stakeholders to support the strategic planning processes</li> <li>○ provide The link between the Performance Indicators, the strategies developed and the organisation's objectives, must be apparent</li> <li>○ demonstrate performance data needs to be accumulated, analysed and reported upon with recommendations for on-going improvement</li> <li>○ demonstrate Occupational Health and Safety considerations which may include                 <ul style="list-style-type: none"> <li>▪ plans are consistent with Occupational Health and Safety policy and objectives</li> <li>▪ objectives and plans incorporate continuous improvement</li> <li>▪ participative arrangements are used for evaluation of Occupational Health and Safety performance</li> <li>▪ Occupational Health and Safety records are included in evaluation and development of performance indicators</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMGT601A Contribute to strategic direction</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Outsourcing/in-sourcing</li> <li>○ Value-adding concepts</li> <li>○ Performance measurement techniques</li> <li>○ Strategic planning methodologies</li> <li>○ Data collection methods</li> <li>○ Inventory management systems including material resource planning systems</li> <li>○ Value chain concepts</li> <li>○ Purpose, mission and values of the organisation</li> <li>○ External environment scanning relating to social, political, economic and technological developments</li> <li>○ Core competency concepts</li> </ul> </li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>○ Concept of sustainable competitive advantage</li> <li>○ Consultative processes and methods</li> <li>○ Organisational change processes</li> <li>○ Organisational design processes</li> <li>○ Legislation, codes and by-laws relevant to the organisation's operations</li> <li>○ Risk management</li> <li>○ Benchmarking concepts and processes</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Communication skills to write and disseminate clear and measurable objectives and report outcomes to relevant groups and individuals</li> <li>○ Analytical skills to undertake value chain analysis and identify under-performance/areas for improvement</li> <li>○ Consultation skills to ensure all relevant groups and individuals understand and support the plans</li> <li>○ Evaluative skills to maintain performance and assess the use of alternative suppliers/contractors</li> <li>○ Strategic thinking skills to assess competitive advantage/disadvantage, and to identify and assess potential alliances and effective strategies</li> <li>○ Project management skills to undertake benchmarking activities</li> <li>○ Performance management skills to develop and manage key performance indicators</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |

|                               |   |
|-------------------------------|---|
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• 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 Statements</li><li>• Assessment must take account of the endorsed assessment guidelines</li><li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li><li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li></ul> |
|-------------------------------|---|

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To develop strategic plans</li> <li>• <b>Communicating ideas and information</b> - To explain and educate stakeholders about the strategic plans</li> <li>• <b>Planning and organising activities</b> - To evaluate opportunities</li> <li>• <b>Working with teams and others</b> - To evaluate the success of the organisation in meeting its strategic objectives</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse and report performance data</li> <li>• <b>Solving problems</b> - To rectify/remediate performance gaps which are identified</li> <li>• <b>Using technology</b> - To conduct value chain analysis</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                   |
|------------|-----------------------------------|
| BSBMGT603A | REVIEW AND DEVELOP BUSINESS PLANS |
| PLA        | Planning                          |

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

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Develop tactical and operational plans</b> | <p>1.1 Pre-existing <b>tactical and operational plans</b> have been reviewed and evaluated</p> <p>1.2 Strategic objectives are analysed, interpreted and relevant operational objectives are developed</p> <p>1.3 <b>Project management protocols</b> for the organisation are developed</p> <p>1.4 Consultation with appropriate groups and individuals is built into plans</p> <p>1.5 Requirements of internal/external customers are identified through consultation and documented</p> <p>1.6 Plans include methods for measuring customer satisfaction and obtaining feedback</p> <p>1.7 Operational performance objectives, measures and criteria are developed through consultation with relevant groups and individuals</p> <p>1.8 Tactical and operational plans identify financial, human and physical resource requirements</p> <p>1.9 Scheduling of activities meets customer/marketing requirements</p> <p>1.10 Plans contain clear profitability, productivity and performance targets for key result areas, eg, Occupational Health and Safety, environment, quality, customer service</p> <p>1.11 Plans are concise, logical and comply with organisation requirements</p> <p>1.12 Plans address all relevant operational issues, including internal/external environment factors</p> <p>1.13 <b>Tactical and operational plans</b> have been subject to risk assessment and analyses, and include <b>risk management plans</b></p> |
| <b>2 Review business systems</b>                | <p>2.1 Reviews are undertaken regularly of the implementation of tactical and operational plans</p> <p>2.2 Information/reports are available to compare plans, budgets and forecasts to actual performance</p> <p>2.3 <b>Systems</b> are reviewed in consultation with users and people responsible for implementing the business plans</p> <p>2.4 <b>Systems</b> provide for identification of system variance or failure, to allow early intervention and prompt remediation</p> <p>2.5 <b>Systems</b> monitor resource usage in a timely manner</p> <p>2.6 <b>Systems</b> allow for flexible responses to changing and emerging situations</p> <p>2.7 <b>Systems</b> are in place to provide feedback to relevant groups and individuals on their performance</p> <p>2.8 <b>Systems</b> provide for immediate response to incidents involving potential risk to people, product or the environment</p> <p>2.9 <b>Systems</b> are designed to achieve the organisation's energy saving targets</p>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>award and enterprise agreements and relevant industrial instruments</li> <li>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</li> <li>relevant industry codes of practice</li> </ul> |
| <b>Tactical and operational plans</b>                                      | <p>means</p> <ul style="list-style-type: none"> <li>plans to fine-tune a strategy</li> <li>it involves less organisational resources and is usually relatively easy to implement or reverse</li> <li>they include the plans for specific tactical responses to the marketplace and the day-to-day plans associated with the production and delivery of a product or service</li> </ul>  |
| <b>Project management protocols</b>  | <p>means</p> <ul style="list-style-type: none"> <li>the rules of behaviour relating to the development, planning, approval, implementation, management and evaluation of projects</li> </ul>  |
| <b>Risk management</b>   | <p>means</p> <ul style="list-style-type: none"> <li>the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur</li> </ul>  |
| <b>Systems</b>   | <p>means</p> <ul style="list-style-type: none"> <li>a detailed description/depiction of how organisations relate to their environments and how they process information through strategic and tactical management to develop actual operating procedures</li> </ul>   |
| <b>Electronic commerce</b>   | <p>refers to</p> <ul style="list-style-type: none"> <li>business-to-business, business-to-consumer, government to business activities conducted via electronic communication methodologies and networks</li> <li>cost centre/department - to cost centre/department</li> </ul>  |
| <b>The sport and recreation industry</b>                                   | <p>covers</p>   |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|   |  |
|---|--|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to review and develop business plans</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate plans developed must meet the organisation's criteria as well as those set down in the unit</li> <li>○ demonstrate that systems review and revision is a crucial aspect of the business planning process and needs to be clearly evidenced</li> <li>○ organise Occupational Health and Safety considerations, may include                 <ul style="list-style-type: none"> <li>▪ review and evaluation of previous plans and programs</li> <li>▪ implementation of Occupational Health and Safety systems for projects</li> <li>▪ use of participative arrangements for review of Occupational Health and Safety in operational performance</li> <li>▪ development and review of Occupational Health and Safety performance targets</li> </ul> </li> <li>○ framework and components of Occupational Health and Safety management system, its structures and performance</li> <li>○ systemic review procedures</li> </ul> </li> <li>• Assessment for this unit will need to occur over a sufficient period of time to allow an holistic assessment of the tactical and operational planning activities</li> </ul> |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMGT604A Manage business operations</li> </ul> </li> </ul>   |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Strategic planning</li> <li>○ All legislation relevant to the organisation's operation</li> <li>○ Critical path/program evaluation and review technique (PERT) methodology</li> <li>○ Relevant industrial awards and agreements</li> <li>○ Electronic commerce systems</li> <li>○ Consultative methods and processes</li> <li>○ Performance measurement and benchmarking methodology</li> <li>○ Operations management</li> <li>○ High reliability organisational concepts</li> </ul> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>○ Energy management</li> <li>○ Capital investment evaluative methodology including net present value (NPV) and return on investment (ROI)</li> <li>● Required skills <ul style="list-style-type: none"> <li>○ Analytical skills to interpret strategic objectives and develop tactical and operational objectives</li> <li>○ Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input</li> <li>○ Risk management skills to analyse, identify and develop mitigation strategies for identified risks</li> <li>○ Systems analysis and design skills to ensure that system outputs meet tactical/operational objectives and measure performance in a timely way</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>                    |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● 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 Statements</li> <li>● Assessment must take account of the endorsed assessment guidelines</li> <li>● Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>● Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit.</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To prepare the tactical and operational plans</li> <li>• <b>Communicating ideas and information</b> - To internal/external customers and review systems</li> <li>• <b>Planning and organising activities</b> - To develop plans and review/redesign systems</li> <li>• <b>Working with teams and others</b> - To consult with them and obtain their input into planning and system review activities</li> <li>• <b>Using mathematical ideas and techniques</b> - To ensure appropriate measurement activities are in place</li> <li>• <b>Solving problems</b> - To improve existing systems and achieve tactical/operational objectives</li> <li>• <b>Using technology</b> - To improve system's performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                            |
|------------|----------------------------|
| BSBMGT604A | MANAGE BUSINESS OPERATIONS |
| PLA        | Planning                   |

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

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Implement tactical and operational plans</b> | 1.1 <b>Supply chains</b> of resources to organisation or department established and operating effectively<br>1.2 Requirements for skilled labour are met in accordance with plans<br>1.3 Activities are brought on line in accordance with scheduling requirements of plans<br>1.4 <b>Preventative and breakdown maintenance arrangements</b> for business systems are integrated into operations<br>1.5 Cost maintenance and control systems are implemented<br>1.6 <b>Performance measurement systems</b> are tested and operational<br>1.7 Projects are commenced consistent with the project management plan<br>1.8 Co-ordination of people, resources and equipment provide <b>optimum results</b><br>1.9 Products/services meet <b>quality</b> and functional specifications<br>1.10 Communication/consultation is undertaken according to plans<br>1.11 Implementation is consistent with business and strategic plans in place |
| <b>2 Monitor performance</b>                      | 2.1 Performance indicators and criteria for assessment are confirmed and in place<br>2.2 Indicators/criteria are consistent with organisational objectives and planned outcomes<br>2.3 Projects are managed in accordance with established <b>project management protocols</b><br>2.4 <b>Timely</b> reports on all key aspects of the business are available and user-friendly, and balanced in terms of financial and non financial performance<br>2.5 System failures, product failures and variances to plan are reported as they occur   |
| <b>3 Respond to performance data</b>              | 3.1 Relevant performance reports are identified and analysed in detail<br>3.2 System specifications and protocols are reviewed to eliminate future failure<br>3.3 Groups and individuals contributing to under-performance are <b>coached</b> , and training provided where appropriate<br>3.4 System processes and work methods are regularly reviewed as part of continual improvement   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>award and enterprise agreements and relevant industrial instruments</li> <li>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</li> <li>relevant industry codes of practice</li> </ul> |
| <b>Supply chains</b>   | <p>means</p> <ul style="list-style-type: none"> <li>a network of facilities that produces raw materials, transforms them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system</li> <li>it spans procurement, production and distribution; views them not as discrete elements but interlinked</li> </ul>   |
| <b>Preventative breakdown maintenance arrangements</b>                     | <p>may include</p> <ul style="list-style-type: none"> <li>programmed maintenance</li> <li>preventative maintenance plans</li> <li>emergency response plan</li> </ul>  |
| <b>Performance measurement systems</b>                                     | <p>means</p> <ul style="list-style-type: none"> <li>those systems designed to collect quantitative and qualitative indicators of performance in all of the Key Result Areas for the organisation so as to identify and remediate variances to plans</li> </ul>  |
| <b>Optimum results</b>   | <p>means</p> <ul style="list-style-type: none"> <li>that the best overall mix of results is achieved across the organisation's Key Result Areas</li> <li>outcomes are measured within the applicable constraints</li> </ul>   |
| <b>Quality</b>   | <p>means</p> <ul style="list-style-type: none"> <li>meeting all quality assurance specifications of the organisation</li> </ul>   |

|  |  |
|--|--|
| <b>Project management protocols</b>      | means <ul style="list-style-type: none"> <li>the rules of behaviour relating to the development, planning, approval, implementation, management and evaluation of projects</li> </ul>  |
| <b>Timely</b>                            | means <ul style="list-style-type: none"> <li>in accordance with time limits established in the operational planning process</li> </ul>   |
| <b>Coaching</b>                          | refers to <ul style="list-style-type: none"> <li>informal on-the-job and off-the-job advice and training to improve performance</li> </ul>   |
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"> <li>industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>large volunteer base</li> <li>high turnover of volunteers</li> <li>high levels of part time and casual employment</li> <li>irregular working hours</li> <li>relatively few professional positions</li> <li>workforce employed mostly in operational positions</li> <li>mainly small business or self-employed personnel</li> <li>slow to take up technology</li> <li>over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|   |   |
|---|---|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required of a manager in running a business operation</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ cover the translation of the plans previously developed, into workable activities or projects</li> <li>○ demonstrate the systematic value chain analysis of all of the support activities of the business and the outcomes of that analysis being translated into action</li> <li>○ produce evidence of risk management and evaluation of performance leading to effective remediation also needs to be present</li> <li>○ determine Occupational Health and Safety considerations, may include                 <ul style="list-style-type: none"> <li>▪ review of records and performance management measures</li> <li>▪ establishment and maintenance of Occupational Health and Safety risk management approaches</li> <li>▪ systemic use of hierarchy of control measures</li> <li>▪ establishment and maintenance of Occupational Health and Safety systems for project management</li> </ul> </li> </ul> </li> </ul> |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMGT603A review and develop business plans</li> <li>○ BSBMGT606A Manage customer focus</li> <li>○ BSBMGT609A Manage risk</li> </ul> </li> </ul>   |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Relevant legislation from all levels of government that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Strategic planning</li> <li>○ All legislation relevant to the organisation's operation</li> <li>○ Critical path/program evaluation and review technique (PERT) methodology</li> <li>○ Relevant industrial awards and agreements</li> <li>○ Electronic commerce systems</li> <li>○ Consultative methods and processes</li> <li>○ Performance measurement and benchmarking methodology</li> <li>○ Operations management</li> <li>○ High reliability organisational concepts</li> <li>○ Energy management</li> <li>○ Capital investment evaluative methodology including net present</li> </ul> </li> </ul>  |



|                                   |   |
|-----------------------------------|---|
|                                   | <p>value (NPV) and return on investment (ROI)</p> <ul style="list-style-type: none"> <li>• Required skills <ul style="list-style-type: none"> <li>○ Analytical and evaluative skills to assess supply chain performance</li> <li>○ Performance measurement skills to develop and manage key performance indicators</li> <li>○ Planning and co-ordination skills to ensure the people resources and equipment work in a functional manner to achieve optimum results</li> <li>○ Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input</li> <li>○ Project management skills to ensure project objectives, outcomes and outputs are delivered on time, within budget, and incident free</li> <li>○ Communication and report writing skills to keep all internal customers informed of activities and developments</li> <li>○ Systems analysis and design skills to ensure that system outputs meet tactical/operational objectives and measure performance in a timely way</li> <li>○ Coaching and training skills to remediate any under-performance present in the work group or individuals</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To ensure plans in place meet all quality requirements</li> <li>• <b>Communicating ideas and information</b> - To ensure that all appropriate individuals understand the plans and systems</li> <li>• <b>Planning and organising activities</b> - To review systems and processes to achieve continuous improvement</li> <li>• <b>Working with teams and others</b> - To ensure that they are pro-active in the management of the operations</li> <li>• <b>Using mathematical ideas and techniques</b> - To analyse system/product failures</li> <li>• <b>Solving problems</b> - To eliminate any negative variances to the plan</li> <li>• <b>Using technology</b> - To improve system processes and work methods wherever appropriate</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



# **RESOURCE MANAGEMENT**



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|          |                             |
|----------|-----------------------------|
| RTC3218A | UNDERTAKE A SITE ASSESSMENT |
| RES      | Resource management         |

**DESCRIPTION:** This competency standard covers the process of undertaking a site assessment as part of preliminary tasks leading to the development of a landscape or project design. It requires the ability to identify the purpose for site assessment, collect and collate base information, prepare for the site visit, undertake a site inspection and document information. Undertaking a site assessment requires knowledge of map reading, soil pH and texture, plant recognition, basic measuring and survey equipment and environmental threats and problems to site. Undertaking a site assessment is likely to occur under limited supervision from others with checking only related to overall progress.

| ELEMENT                                       | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Identify purpose for site assessment</b> | 1.1 Client brief is prepared and agreed<br>1.2 Project objectives are outlined   |
| <b>2 Collect and collate base information</b> | 2.1 Existing resources are identified and acquired<br>2.2 Site maps and plans are sourced<br>2.3 Base plan is prepared of the site   |
| <b>3 Prepare for a site visit</b>             | 3.1 <b>Occupational Health and Safety hazards</b> associated with undertaking a site visit, are assessed for potential risks and controls implemented accordingly<br>3.2 Location, ownership and site boundaries are verified<br>3.3 <b>Covenants</b> which could affect the landscape design are identified and recorded<br>3.4 Climate and weather conditions are ascertained from historical data<br>3.5 Where required, formal approval is sought to visit site                        |
| <b>4 Undertake site inspection</b>            | 4.1 <b>Site orientation</b> is undertaken<br>4.2 Existing on-site and adjacent site features that may impact upon the project objectives are identified and recorded<br>4.3 Site grades are visually identified and recorded<br>4.4 Soil types are identified from soil identification reference chart guidelines and soil maps and recorded on site inventory report<br>4.5 Soil samples for <b>testing</b> by others are gathered and prepared according to <b>test kit</b> instructions |
| <b>5 Document information</b>                 | 5.1 Site survey information is <b>documented</b> in accordance with enterprise procedures<br>5.2 Documents are completed and forwarded to supervisor/manager according to enterprise procedures  |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                       | CATEGORIES   |
|---------------------------------------|--|
| <b>Existing features</b>              | features may include <ul style="list-style-type: none"> <li>• topography</li> <li>• vegetation</li> <li>• hydrology</li> <li>• services above and below ground</li> <li>• amenities</li> <li>• buildings and structures</li> <li>• access points</li> <li>• site modifications</li> <li>• fauna</li> <li>• location of boundaries</li> <li>• aspect, streams, paths, banks and gullies.</li> </ul> |
| <b>Covenants</b>                      | covenants may include <ul style="list-style-type: none"> <li>• easements</li> <li>• right of ways</li> <li>• altered boundaries</li> <li>• council regulations or restrictions</li> </ul>  |
| <b>Site orientation</b>               | <ul style="list-style-type: none"> <li>• compass bearings and magnetic north</li> <li>• points of access</li> <li>• utility service locations</li> <li>• physical constraints of site</li> <li>• safety threats and hazards</li> <li>• environmental problems</li> </ul>   |
| <b>Environmental impact statement</b> | may include <ul style="list-style-type: none"> <li>• positive and/or negative outcomes re proposed works and site suitability</li> <li>• if drainage and irrigation were proposed, then this may reduce excess water nutrient and chemical flow into natural waterways but if the proposed design envisaged a lot of excavation, then this may impact on soil condition and stability</li> </ul>   |

|   |  |
|---|--|
| <b>Occupational Health and Safety hazards</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• solar radiation</li> <li>• uneven surfaces</li> <li>• tapes</li> <li>• strings and levelling equipment that may be tripped over</li> <li>• existing on-site obstacles</li> </ul>   |
| <b>Datum</b>                                  | <ul style="list-style-type: none"> <li>• a datum is a level surface above or below which all heights are measured</li> <li>• a datum is assigned a value, ie, 10000, 1000, 100, etc</li> <li>• the datum is usually selected by the surveyor for establishment of a starting point on a permanently fixed point, however an assumed datum can be set at 0.00 if a survey is not used</li> <li>• on site a local datum point could simply be a step or a nail in a fence, which all levels are referred to</li> </ul> |
| <b>Levelling equipment</b>                    | <p>may include</p> <ul style="list-style-type: none"> <li>• spirit levels</li> <li>• line bubbles</li> <li>• water levels</li> <li>• boning rods</li> <li>• dumpy levels</li> <li>• tilting levels</li> <li>• plumb bobs</li> <li>• staves and tripods</li> </ul>  |
| <b>Soil testing</b>                           | <p>may include</p> <ul style="list-style-type: none"> <li>• tests for pH</li> <li>• salinity</li> <li>• texture and soil type</li> </ul> <p>samples for testing may include</p> <ul style="list-style-type: none"> <li>• plugs</li> <li>• core samples</li> </ul>  |
| <b>Soil kit</b>                               | <p>test kits may include</p> <ul style="list-style-type: none"> <li>• a dry test</li> <li>• Commonwealth Scientific Industrial Research Organisation (CSIRO) kits</li> <li>• EC Meters and pH kits</li> </ul>  |
| <b>Documenting information</b>                | <p>through</p> <ul style="list-style-type: none"> <li>• plans</li> <li>• maps</li> <li>• reports</li> <li>• schedules and field notes.</li> </ul>  |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|---|

**Evidence Guide**

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

|   |   |
|---|---|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in undertaking a site assessment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ use basic surveying techniques</li> <li>○ produce information on site features, soil type and composition collected, analysed and accurately record site levels according to recognised land surveying techniques.</li> <li>○ transfer the skills and knowledge required to undertake a site assessment to a different work environment, eg, this could include different sites, environments and reasons for assessing the site</li> </ul> </li> </ul>  |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Plant recognition</li> <li>○ Map reading</li> <li>○ Soil pH, texture and type</li> <li>○ Basic measuring and survey equipment</li> <li>○ Current land use and environmental threats and problems to site</li> <li>○ Occupational Health and Safety hazards associated with undertaking a site assessment</li> <li>○ Protocols of accessing and visiting the site</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Identify purpose for site assessment</li> <li>○ Collect and collate base information</li> <li>○ Prepare for site visit</li> <li>○ Undertake site inspection</li> <li>○ Document information</li> </ul> </li> </ul>  |
| <p><b>Resource implications</b></p>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ levelling equipment</li> <li>○ soil test kit</li> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Information on existing site features may need to be collected, analysed and organised from visual inspections and/or inspections of existing plans and maps</li> <li>• <b>Communicating ideas and information</b> - Ideas and information may need to be communicated to the client via a site inventory report and other site plans</li> <li>• <b>Planning and organising activities</b> - A logical sequence of events may need to be implemented in the form of a check list when undertaking a site assessment and all details of that assessment need to be recorded</li> <li>• <b>Working with teams and others</b> - Team work may be required when visiting a site and recording information</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques such as the reading of measurements and site levels may be required</li> <li>• <b>Solving problems</b> - Problems may arise when assessing site boundaries and caveats</li> <li>• <b>Using technology</b> - Technology may be applied when using levelling equipment and when using computers to generate plans and record information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|          |                        |
|----------|------------------------|
| RTD3505A | MAINTAIN NATURAL AREAS |
| RES      | Resource management    |

**DESCRIPTION:** This competency standard covers the process of maintaining places of natural significance. It requires the ability to plan maintenance works, undertake maintenance and report completion of activities. Maintaining natural resource areas requires a knowledge of ecology, plant and animal species, relevant legislation, natural and human threats to places of natural significance, pollution sources and damage potential, legislation under which enterprise operates, enterprise procedures for reporting maintenance works and selection and application of protective structures, devices and signs.

**Note:** For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

| ELEMENT                                  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Plan maintenance works</b>          | 1.1 Movement through place is planned to minimise disturbance and degradation<br>1.2 Legislative requirements, codes of practice and the relevant management strategy and plan are identified<br>1.3 Equipment, machinery and materials for maintenance works are determined and obtained<br>1.4 Where required, <b>stakeholders</b> are consulted about pending maintenance works                           |
| <b>2 Undertake maintenance</b>           | 2.1 Activity maintenance works conform to relevant <b>risk control measures</b> and practices and are in accordance with enterprise guidelines<br>2.2 Interim <b>protective measures</b> are taken to avoid degradation and disturbance during maintenance works<br>2.3 Activities of personnel and visitors are monitored to reduce risks to the significance of the place                                  |
| <b>3 Report completion of activities</b> | 3.1 Site is made good on completion of works<br>3.2 Equipment and machinery is cleaned and stored according to enterprise guidelines<br>3.3 Excess materials are removed from site and stored or disposed of according to enterprise guidelines<br>3.4 Completed maintenance works are reported to supervisors to enterprise and legislative requirements and best practice guidelines and codes of practice |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT             | CATEGORIES  |
|-----------------------------|---|
| <b>Natural significance</b> | may include <ul style="list-style-type: none"> <li>• species diversity</li> <li>• ecosystem diversity and community diversity</li> <li>• rarity of species and uniqueness of related ecosystems</li> <li>• geological diversity, including land forms</li> <li>• degree to which geological features and land forms are significant</li> <li>• potential natural integrity</li> <li>• impact of any degradation and/or disturbance</li> <li>• potential inter-relationship with cultural values including indigenous and other value</li> <li>• organisation policy and practice</li> <li>• aesthetic dimensions</li> <li>• interface/integration with productive lands</li> <li>• water catchments</li> <li>• river systems</li> <li>• urban areas and coastal and marine environments and presence of minerals</li> </ul> |
| <b>Stakeholders</b>         | may include <ul style="list-style-type: none"> <li>• the enterprise management</li> <li>• a government agency</li> <li>• private organisations</li> <li>• enterprises or individuals</li> <li>• visitors to the park/reserve</li> <li>• community groups involved in environmental matters, including any 'friends of the park'</li> <li>• local population and general public</li> <li>• business operating in park</li> <li>• such as tour operators</li> <li>• concessionaires and accommodation operators</li> </ul>  |
| <b>Risk control</b>         | measure may include <ul style="list-style-type: none"> <li>• visitors to a place or area for natural and/or cultural tourism purposes</li> <li>• tour guides from other enterprises</li> <li>• bus drivers</li> <li>• aircraft and vessel crew</li> <li>• contractors</li> <li>• scientific researchers</li> <li>• campers</li> <li>• hikers</li> <li>• friends of park/reserve committees and other voluntary agencies</li> <li>• cultural groups</li> </ul>   |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• nearby landholders and indigenous peoples</li> </ul>   |
| <b>Protective measures</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• exclusion from dangerous and/or sensitive areas</li> <li>• protection of fauna by physical barriers and/or administrative controls</li> <li>• escorting visitors</li> <li>• construction of works and protective barriers</li> <li>• visitor education</li> <li>• briefing of contractors and others on risks and administrative control procedures and measures</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in maintaining natural resource areas</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ determine if maintenance works have been planned and carried out in places of natural significance according to enterprise guidelines and industry best practice</li> <li>○ transfer the skills and knowledge required to maintain natural resource areas to a range of work environments and contexts, eg, this could include different environments, sites of natural significance and maintenance activities</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Ecology in land based, coastal zones and/or marine parks</li> <li>○ Marine, shore and land based species</li> <li>○ Applicable State/Territory and Commonwealth legislation covering parks, conservation, environmental protection and heritage</li> <li>○ Natural and human threats to places of natural significance</li> <li>○ Pollution sources and damage potential</li> <li>○ Legislation under which enterprise operates</li> <li>○ Enterprise procedures for reporting maintenance works</li> <li>○ Selection and application of protective structures, devices and signs</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Plan maintenance works</li> <li>○ Undertake maintenance</li> <li>○ Report completion of activities</li> </ul> </li> </ul>              |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for</i></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>  |
|-----------------------------------|---|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 3                          | 2                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - According to enterprise policy and procedures</li> <li>• <b>Communicating ideas and information</b> - Reports to management</li> <li>• <b>Planning and organising activities</b> - Equipment and materials</li> <li>• <b>Working with teams and others</b> - Maintenance works</li> <li>• <b>Using mathematical ideas and techniques</b> - Timing and costing associated with maintenance works</li> <li>• <b>Solving problems</b> - Analysing threats to place</li> <li>• <b>Using technology</b> - Equipment and machinery</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|          |  |
|----------|--|
| RTD4802A | DEVELOP APPROACHES TO INCLUDE CULTURAL AND HUMAN DIVERSITY |
| RES      | Resource management  |

**DESCRIPTION:** This competency standard cover the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for improvement of culturally diverse groups. Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area.

**Note:** For Indigenous contexts, the delivery and assessment against this competency standards must comply with community protocols and guidelines and be supported by elders and custodians of country.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Identify potential for cultural diversity</b>                       | 1.1 <b>Information on the population</b> is used to identify the range of <b>cultural diversity</b><br>1.2 Potential involvement of individuals and groups of people are identified in the context of the <b>program</b><br>1.3 Adjustment to program and <b>program promotional materials</b> are identified to meet cultural frameworks of different peoples   |
| <b>2 Develop processes to include culturally diverse groups</b>          | 2.1 <b>Cultural protocols</b> are identified to ensure contacts with individuals/communities are successful<br>2.2 Key persons who may influence relationships are identified<br>2.3 Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any <b>relevant enterprise guidelines</b><br>2.4 Processes are inclusive of an equitable involvement of various <b>sections of the community and their perspectives</b>                |
| <b>3 Communicate potential and support for culturally diverse groups</b> | 3.1 People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps<br>3.2 Potential of program and group activities is communicated in a culturally relevant manner<br>3.3 <b>Approaches are adjusted</b> in light of any new information on cultural groups and protocols<br>3.4 Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>                | <b>CATEGORIES</b>  |
|---------------------------------------|--|
| <b>Information on population</b>      | <p>may include</p> <ul style="list-style-type: none"> <li>• personal knowledge</li> <li>• government statistics</li> <li>• information on region and cultures held in libraries and other files</li> <li>• people with established knowledge</li> <li>• other cultures and government departments</li> <li>• especially those in contact with immigrant and Indigenous groups</li> </ul> |
| <b>Cultural diversity</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• Indigenous peoples</li> <li>• immigrant peoples of overseas birth</li> <li>• people born in Australia who conform with overseas cultures</li> <li>• practices and beliefs in part or in full</li> <li>• male and female perspectives in the communities</li> </ul>   |
| <b>Programs</b>                       | <p>may include</p> <ul style="list-style-type: none"> <li>• Commonwealth Government community programs under the Natural Heritage Trust</li> <li>• Rural Industry Programs</li> <li>• business programs</li> <li>• State Government community programs related to the environment</li> </ul>   |
| <b>Program promotional materials</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• Government or government agency written materials describing program (Commonwealth, State, Territory or Local)</li> <li>• local group written materials</li> <li>• brochures and guidelines</li> <li>• advertising and explanatory booklets</li> </ul>   |
| <b>Cultural protocols</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• beliefs and worldviews</li> <li>• practices</li> <li>• concepts of family and community</li> <li>• family and community leadership</li> <li>• relationships between community members</li> <li>• sexes</li> </ul>  |
| <b>Relevant enterprise guidelines</b> | <p>may include</p>   |

|                                  |  |
|----------------------------------|--|
|                                  | <ul style="list-style-type: none"> <li>• all relevant legislation</li> <li>• agency guidelines</li> <li>• program guidelines</li> <li>• community group guidelines</li> </ul>  |
| <b>Sections of the community</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• Migrants</li> <li>• Indigenous peoples</li> <li>• women (including affirmative action)</li> <li>• men and disadvantaged people</li> </ul> <p>approaches include</p> <ul style="list-style-type: none"> <li>• legislative requirements but exceed these to demonstrate equity principles</li> </ul>   |
| <b>Approaches are adjusted</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• program promotions</li> <li>• personal approaches to individuals</li> <li>• groups and communities</li> </ul>  |
| <b>Legislation</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• Equal opportunity</li> <li>• anti-discrimination</li> <li>• protection of places</li> <li>• items of cultural heritage</li> </ul>  |
| <b>Literacy</b>                  | <p>may include</p> <ul style="list-style-type: none"> <li>• redrafting materials into plain English</li> <li>• some understanding of words and phrases used in other languages</li> <li>• catering for the viewpoints of both sexes</li> </ul>   |
| <b>Communication</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• use of restricted vocabulary according to listeners</li> <li>• use of culturally appropriate body language in conjunction with spoken language</li> <li>• modified sentence structures in spoken language</li> <li>• use of diagrams</li> <li>• pictures and plain English for Indigenous and other groups</li> <li>• communication with people who have disabilities</li> </ul> |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|



## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in developing approaches to include cultural and human diversity</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ transfer the skills and knowledge required to develop approaches to include cultural and human diversity to a range of work environments and contexts, eg, this could include different groups, cultural protocols and perspectives</li> <li>○ identify culturally diverse groups and appropriately consult and involve in the programs</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Competencies relevant to the job function</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Sources of culturally relevant materials and verbal information</li> <li>○ Understanding of Indigenous peoples and history</li> <li>○ Cultural protocols and perspectives</li> <li>○ Relevant legislation and guidelines</li> <li>○ Principles of equal opportunity and affirmative action</li> <li>○ Current relationships between culturally diverse groups in the area</li> <li>○ Understanding of the role of various sections of the community in historical and relationships terms</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Apply flexible communication procedures</li> <li>○ Identify and modify procedures and processes</li> <li>○ Adjust written materials to audience</li> <li>○ Be flexible in the application of program guidelines and policy</li> <li>○ Resolve conflict</li> <li>○ Negotiate</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for</i></li> </ul> </li> </ul>  |

|                                   | <i>Registered Training Organisations</i>  |
|-----------------------------------|---|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Competence in this unit be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 3                               | 2                          | 3                           | -                                   | 2              | -              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Through consultation with others and research of existing resources</li> <li>• <b>Communicating ideas and information</b> - By discussing cultural and human diversity at meetings, or formally in writing with clients and stakeholders</li> <li>• <b>Planning and organising activities</b> - Activities are planned and organised by applying flexible communication procedures</li> <li>• <b>Working with teams and others</b> - Through development and management of work teams to achieve outcomes</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Through dealing with conflict situations relating to cultural and human diversity</li> <li>• <b>Using technology</b> - Not applicable</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|          |  |
|----------|--|
| RTD4811A | PROVIDE INFORMATION ON ENVIRONMENTAL ISSUES AND POLICIES |
| RES      | Resource management                                      |

**DESCRIPTION:** This competency standard covers the process of researching, extracting and providing information on environmental issues and policies. It required the ability to process a request for information on environmental issues and policies, identify information sources, organise self or others, ensure information meet requests, prepare and finalise reports. Researching, extracting and providing information on environmental issues and policies requires knowledge of environment issues and environment policies, international treaties, agreements and charters, and researching and accessing data.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Process a request for information on environmental issues and policies</b>              | 1.1 Request is documented using appropriate recording system<br>1.2 Approval to access information is sought when necessary<br>1.3 Appropriate response methods and format are researched and identified<br>1.4 Request for information is forwarded to another person where appropriate   |
| <b>2 Identify information sources</b>  | 2.1 Relevant sources and locations of information are identified and researched<br>2.2 Access to identified sources is obtained  |
| <b>3 Organise self or others to extract information on environmental issues and policies</b> | 3.1 Information relevant to the particular request is located and extracted<br>3.2 Resolutions to problems accessing information are discussed with <b>designated person</b> and implemented where appropriate<br>3.3 Copy of extracted information is made  |
| <b>4 Ensure information meets request</b>  | 4.1 Information is assessed for it validity and reliability<br>4.2 Where information is unclear or difficult to understand, clarification and assistance is sought<br>4.3 Where available information is inadequate, additional information is obtained<br>4.4 Different types of information are combined, where appropriate, to provide a response to a request  |
| <b>5 Prepare report/correspondence</b>   | 5.1 Report/correspondence format, plan and structure are developed<br>5.2 Report/correspondence is written using clear and concise language<br>5.3 Spelling, punctuation and grammar is checked and errors are amended<br>5.4 Report/correspondence is formatted according to enterprise <b>policies and procedures</b><br>5.5 Report/correspondence is checked for accuracy and to ensure that it's intended meaning is readily understood by recipient |
| <b>6 Finalise report/correspondence</b>  | 6.1 Review and sign off of report/correspondence is arranged and designated person where required<br>6.2 Record of report/correspondence is made<br>6.3 Report/correspondence is forwarded to client   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                | CATEGORIES  |
|--------------------------------|---|
| <b>Request for information</b> | may include <ul style="list-style-type: none"> <li>• individuals</li> <li>• landholders</li> <li>• schools</li> <li>• community groups</li> <li>• government employees</li> </ul>   |
| <b>Recording systems</b>       | may include <ul style="list-style-type: none"> <li>• paper-based</li> <li>• electronic</li> </ul>   |
| <b>Appropriate responses</b>   | may include <ul style="list-style-type: none"> <li>• letters</li> <li>• reports</li> <li>• personal presentations</li> <li>• sending original information</li> <li>• sending copies of original information</li> </ul>  |
| <b>Sources</b>                 | may include <ul style="list-style-type: none"> <li>• personal files</li> <li>• government reports</li> <li>• relevant legislation</li> <li>• Codes of Practice</li> <li>• national and international protocols and charters</li> <li>• statistics</li> <li>• local knowledge</li> <li>• original research</li> <li>• media               <ul style="list-style-type: none"> <li>○ television</li> <li>○ video</li> <li>○ audio</li> </ul> </li> <li>• articles               <ul style="list-style-type: none"> <li>○ academic</li> <li>○ on-line</li> <li>○ newspaper</li> <li>○ journal</li> </ul> </li> <li>• specialist texts</li> <li>• letters</li> <li>• internal correspondence</li> <li>• libraries</li> </ul> |

|                                |  |
|--------------------------------|--|
| <b>Policies and procedures</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• report/correspondence format</li> <li>• information sources</li> <li>• document recording procedures</li> <li>• customer service protocol</li> <li>• security/confidentiality/privacy procedures</li> <li>• verifying and authorising information</li> <li>• recording information</li> <li>• protocol for accommodating special client needs</li> </ul> |
| <b>Designated</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• supervisor</li> <li>• manager</li> <li>• colleague</li> <li>• nominated representative of community group</li> <li>• mentor or relevant senior person</li> </ul>   |
| <b>Environmental issues</b>    | <p>issues relating to</p> <ul style="list-style-type: none"> <li>• land</li> <li>• vegetation</li> <li>• rivers</li> <li>• coasts and marine</li> <li>• biodiversity</li> <li>• weed and vertebrate pest management</li> </ul>   |
| <b>Environmental policies</b>  | <p>policies relating to</p> <ul style="list-style-type: none"> <li>• National Strategy for Ecologically Sustainable Development</li> <li>• National Greenhouse Strategy</li> <li>• National Strategy for the Conservation of Australia's Biodiversity</li> <li>• National Water Quality Management Strategy</li> </ul>   |
| <b>Formats</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• photocopies</li> <li>• preparation of original documents</li> <li>• completion of proforma</li> </ul>  |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|---|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge on environmental issues and policies</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ report/correspondence detailing local, regional and national environmental issues policies as requested by the client</li> <li>○ transfer the skills and knowledge required to provide information on environmental issues and policies to a range of work environments and contexts, eg, this could include different environmental issues and policies, client groups and pertaining to different regions and areas</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Competencies relevant to the job function</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Relevant local, regional, state and national environment issues</li> <li>○ Relevant local, regional, state and national environment policies</li> <li>○ International treaties, agreements and charters</li> <li>○ Types of information sources</li> <li>○ Methods and means of accessing data</li> <li>○ Means of validating information</li> <li>○ Types of reports and their uses</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Follow the enterprise's policies and procedures</li> <li>○ Make notes from spoken and written texts in chosen fields of knowledge</li> <li>○ Sequence writing with attention to organising principles of time, importance or other workplace relevant system</li> <li>○ Use vocabulary and grammar appropriate to register, and to create nuances of meaning</li> <li>○ Research, elicit and sources correct information</li> <li>○ check and validate information with peers/teacher/external source</li> <li>○ consider aspects of contexts, purpose and audience when comprehending or generating texts</li> <li>○ draw together information gathered from a range of sources, then summarise data in a logically coherent report/brief</li> <li>○ Listen and question to clarify and elicit information</li> <li>○ Participate effectively in spoken interactions</li> <li>○ Communicated ideas, arguments and conclusions logically, clearly and concisely in an appropriate form using appropriate vocabulary</li> <li>○ Provide clear sequenced oral instructions to others</li> <li>○ Identify gaps in information and gather necessary information from external sources</li> </ul> </li> </ul> |



|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Select alternative methods to located information</li> <li>○ Proofread and edit reports/correspondence</li> <li>○ Record and file data, and adhere to designated deadlines</li> </ul>  |
| <b>Resource implication</b>       | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency require access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Through extracting and filming of data</li> <li>• <b>Communicating ideas and information</b> - Through preparation of reports</li> <li>• <b>Planning and organising activities</b> - In response to requests for information and established processes and timelines</li> <li>• <b>Working with teams and others</b> - Cooperation and collaboration in researching, extracting and reporting information</li> <li>• <b>Using mathematical ideas and techniques</b> - Assembling and calculations based on data on environmental issues</li> <li>• <b>Solving problems</b> - In dealing with potential conflict situations especially where there is community concern regarding issues and legislation</li> <li>• <b>Using technology</b> - Through use of computers and communication systems</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| SRXRES001B | EDUCATE THE PUBLIC ON THE SAFE USE OF A SPORT AND RECREATIONAL RESOURCE |
| RES        | Resource management   |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to identify problems in relation to safe usage of a resource and to contribute to the development and presentation of information to the public to address the problems.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Contribute to the development of educational and information strategies</b> | 1.1 Identify specific <b>problems</b> relating to safe use of the sport and recreational <b>resource</b> by the <b>public</b><br>1.2 Provide suggestion for changes to the <b>educational programs</b><br>1.3 Make contributions to the production of educational or informational material |
| <b>2 Plan and organise public presentations</b>                                  | 2.1 Plan <b>presentations</b> taking into account characteristics of the audience and subject matter to be presented<br>2.2 Identify and organise required <b>equipment</b> and other resources<br>2.3 Contact relevant organisations to gain information                                   |
| <b>3 Conduct public presentation with appropriate media</b>                      | 3.1 Present information in logical steps<br>3.2 Operate equipment correctly and effectively<br>3.3 Employ appropriate aids to help the audience understand the presentation<br>3.4 Use language appropriate to the group  |
| <b>4 Evaluate presentation</b>   | 4.1 Assess <b>audience</b> understanding and response<br>4.2 Analyse feedback from the <b>audience</b> and observers<br>4.3 Make recommendations for improvement to the presentations   |
| <b>5 Maintain records of public education programs</b>                           | 5.1 File and store educational program materials according to agreed procedures<br>5.2 Adopt evaluation and feedback on programs for use on future program development<br>5.3 Ensure records of education schedules and costings are up-to-date and accurate                                |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT             | CATEGORIES   |
|-----------------------------|--|
| <b>Audience</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• specific client or community group</li> <li>• mixed client or community group</li> </ul>  |
| <b>Educational programs</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• medium for delivery of educational programs may include but are not limited to               <ul style="list-style-type: none"> <li>○ signs</li> <li>○ posters</li> <li>○ flyers</li> <li>○ presentations</li> <li>○ film/video</li> </ul> </li> <li>• presentation style and delivery</li> <li>• evaluation</li> </ul> |
| <b>Equipment</b>            | <p>[all relevant categories]</p> <ul style="list-style-type: none"> <li>• and materials necessary for presentations includes               <ul style="list-style-type: none"> <li>○ audio/visual modes</li> <li>○ photos/slides</li> <li>○ film</li> <li>○ signs and posters</li> </ul> </li> </ul>  |
| <b>Problems</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• use of equipment</li> <li>• compliance with 'no go'/out of bounds areas</li> <li>• compliance with safe practices/behaviour</li> </ul>  |
| <b>Public</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• backgrounds may include but are not limited to               <ul style="list-style-type: none"> <li>○ ethnic and linguistic background</li> <li>○ age</li> <li>○ educational level</li> </ul> </li> </ul>   |
| <b>Records</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• paper-based</li> <li>• electronic</li> </ul>  |

|                 |  |
|-----------------|--|
| <b>Resource</b> | [all categories] <ul style="list-style-type: none"><li>• type of resource includes<ul style="list-style-type: none"><li>○ building</li><li>○ built facility (including tracks, walkways, etc)</li><li>○ venue</li><li>○ grounds</li><li>○ natural resource</li></ul></li><li>• use of resource includes<ul style="list-style-type: none"><li>○ safety</li><li>○ access</li></ul></li></ul> |
|-----------------|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety issues and methods to convey safe usage of a recreation or sport resource</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ identify problem areas and possible changes to current educational programs</li> <li>○ plan and conduct public presentations</li> <li>○ maintain and update records of information and presentations</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Sources of information on problem areas, safety and access with respect to resource usage</li> <li>○ Location of sport or recreation resource</li> <li>○ Current types of educational material and presentation format</li> <li>○ Presentation techniques</li> <li>○ Use of audio - visual equipment and other relevant equipment</li> <li>○ Evaluation techniques (formal and informal)</li> <li>○ Budgeting for presentations and resources</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Oral and written communication skills to record and present information</li> <li>○ Public speaking</li> </ul> </li> </ul>  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - Assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ a real work environment</li> <li>○ equipment to conduct a public presentation</li> <li>○ associated information on sport or recreation resource</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for</i></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>  |
|-----------------------------------|---|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Due to issues such as targeting different audiences, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment of the learner</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of a real audience and sport or recreation resource. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 2                               | 1                          | 1                           | -                                   | -              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and organising information about a sport or recreation resource</li> <li>• <b>Communicating ideas and information</b> - Presenting information in a format appropriate to the target audience</li> <li>• <b>Planning and organising activities</b> - Planning and organising a presentation</li> <li>• <b>Working with teams and others</b> - Liaising with colleagues and/or others during preparation phase of presentation</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Not applicable</li> <li>• <b>Using technology</b> - Selecting appropriate medium for delivery of presentation</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |   |
|------------|---|
| SRXRES002B | IMPROVE CLIENT AWARENESS AND IMPLEMENTATION OF ENVIRONMENTAL MANAGEMENT PRACTICES |
| RES        | Resource management   |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to improve awareness of environmental management practices within an organisation and inform external clients of the organisation's practices.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Identify level of staff awareness and implementation of environmental management practices</b>                   | 1.1 Develop criteria for determining <b>staff awareness</b> and <b>effectiveness</b> of implementation of existing practices<br>1.2 Apply criteria in order to determine relative effectiveness<br>1.3 Identify the need for modification or improvement of staff implementation of existing environmental practices<br>1.4 Determine new areas which require implementation of environmental management practices in accordance with the organisation's policies and environmental management plan  |
| <b>2 Develop and rank methods to improve staff awareness and implementation of environmental management practices</b> | 2.1 Identify, research and collate relevant information to assist staff awareness in environmental management<br>2.2 Apply specialist knowledge and skills to determine the most suitable method<br>2.3 Establish criteria to develop an effective ranking of practices<br>2.4 Determine <b>methods for improving staff awareness</b> and reaching identified areas of need<br>2.5 Establish information needs and opportunities for community involvement in improving awareness  |
| <b>3 Implement appropriate methods to improve staff awareness</b>   | 3.1 Identify and procure financial resources within budget cycles to support the achievement of required outcomes<br>3.2 Identify, train and assign personnel to tasks so that strategy requirements for skills and knowledge are met<br>3.3 Identify physical facilities and equipment and procure within budget cycles<br>3.4 Prepare information materials and distribute to ensure required awareness levels are achieved<br>3.5 Achieve improvement in staff awareness of environmental issues in accordance with local policy, procedures and relevant <b>legislative requirements</b> |
| <b>4 Monitor and review the levels of community awareness</b>   | 4.1 Collect regular data and analyse to provide accurate measures of performance<br>4.2 Make comparisons with required outcomes to assess performance<br>4.3 Make recommendations for changes to methods and systems<br>4.4 Implement changes to methods and systems to ensure outcomes are achieved<br>4.5 Apply information obtained during monitoring and review to develop new methods and systems which are based on accumulated knowledge and experience   |

|  |   |
|--|---|
| <b>5 Inform external clients of environmental management practices</b> | <ul style="list-style-type: none"><li>5.1 Identify and use advantages of informing external clients of organisation's environmental management practices to determine methods to improve their awareness</li><li>5.2 Identify opportunities to inform external clients of organisation's environmental management practices and notify supervisors/management of new opportunities</li><li>5.3 Identify resources and information required to inform external clients and access within budget cycles</li><li>5.4 Use interactions with clients as an opportunity to inform them of the organisation's environmental management practices</li><li>5.5 Develop strategies to enable clients to participate in the implementation of the environmental management practices</li></ul> |
|--|---|

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                              | CATEGORIES  |
|--|---|
| <b>Effectiveness</b>                         | [all categories] <ul style="list-style-type: none"> <li>• the range of methods used</li> <li>• consistency of involvement</li> <li>• level and quality of training provided</li> <li>• level and quality of involvement</li> <li>• funding and resources required</li> <li>• quality and level of benefit derived</li> <li>• outcomes achieved and goals for improvement</li> </ul>       |
| <b>Environmental management practices</b>    | [all categories] <ul style="list-style-type: none"> <li>• awareness of types of practices that may include <ul style="list-style-type: none"> <li>○ business sustainability</li> <li>○ human and physical resources</li> <li>○ environmental load reduction</li> <li>○ waste minimisation</li> <li>○ ecological considerations</li> </ul> </li> </ul>                                     |
| <b>Legislative requirements</b>              | [all categories] <ul style="list-style-type: none"> <li>• State/Territory statutory requirements</li> <li>• local laws, by - laws, ordinances and policy</li> </ul>   |
| <b>Methods for improving staff awareness</b> | [all categories] <ul style="list-style-type: none"> <li>• methods include <ul style="list-style-type: none"> <li>○ significant use of resources</li> <li>○ minimal input of resources</li> <li>○ use of existing systems within the organisation</li> <li>○ high quality materials</li> <li>○ use of experts or consultants with relevant skills</li> </ul> </li> </ul>                   |
| <b>Staff awareness</b>                       | [all categories] <ul style="list-style-type: none"> <li>• aspects of staff awareness includes <ul style="list-style-type: none"> <li>○ level of knowledge</li> <li>○ need for information</li> </ul> </li> <li>• awareness of methods of information distribution</li> <li>• methods for suggesting improvements in systems</li> <li>• internal system within the organisation</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of methods to determine staff awareness of the organisation's environmental management strategies and the effectiveness of staff implementation of the strategies in the work environment as it applies to sectors in the industry (sport, community recreation, outdoor recreation or fitness). This knowledge also applies to client awareness</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learners work environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ determine the level of staff implementation of the organisation's environmental management practices</li> <li>○ develop appropriate methods to improve staff implementation of the organisation's environmental management practices</li> <li>○ accurately assess any improvement in implementation</li> <li>○ assess client awareness of the organisation's environmental management practices</li> <li>○ improve external client awareness of the organisation's environmental management practices</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Environmental issues relevant to work practices and productivity</li> <li>○ Environmental management practices</li> <li>○ Community needs and expectations</li> <li>○ Organisation structure and services</li> <li>○ Training requirements/networks</li> <li>○ Workplace health and safety legislation and relevant environmental legislation</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Research skills to identify information relevant to issues</li> <li>○ Consultation skills to deal with people at all levels</li> <li>○ Presentation skills to report to management and clients on initiatives</li> <li>○ Programming skills</li> <li>○ Strategic planning skills to integrate minor program goals with organisation goals</li> <li>○ Budgeting skills to manage finances for programs</li> <li>○ Evaluation skills to monitor effectiveness</li> </ul> </li> </ul>   |

|                                   |  |
|-----------------------------------|--|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - Assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a real work environment</li> <li>○ associated resources and information on environmental management practice</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variation in environmental issues and practices, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a real audience and sport or recreation organisation. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 1                          | 1                           | -                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and analysing qualitative and quantitative information from internal and external sources</li> <li>• <b>Communicating ideas and information</b> - Informing and liaising with staff and others</li> <li>• <b>Planning and organising activities</b> - Planning and organising activities to raise staff and client awareness of environmental management practices</li> <li>• <b>Working with teams and others</b> - Collaborating with other personnel, staff and clients</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Identifying problems in staff awareness of environmental management practices</li> <li>• <b>Using technology</b> - Using relevant technology to conduct research and implement strategies</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| SRXRES003B | CONTRIBUTE TO THE PLANNING, MONITORING AND CONTROL OF RESOURCES |
| RES        | Resource management   |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit encompasses competencies required for the identification of resource requirements and usage trends, organisation of maintenance programs, and development of recommendations re the use and improvement of resources.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Plan resource requirements and usage</b>     | 1.1 Identify <b>resource</b> needs according to <b>organisation policy</b> and budget requirements<br>1.2 Suggest valid and relevant <b>recommendations</b> for new resources and/or for improving the use of <b>resources</b> to relevant <b>people</b> as appropriate<br>1.3 Maximise current <b>resource</b> utilisation with consideration to existing situation<br>1.4 Identify significant trends and changes and make suggestions for action to relevant <b>people</b><br>1.5 Ensure <b>recommendations</b> and <b>plans</b> take account of financial circumstances and indicate clearly the benefit which should be achieved from the acquisition/improved use of <b>resources</b><br>1.6 Present <b>recommendations</b> and <b>plans</b> clearly and in an appropriate manner<br>1.7 Ensure <b>plans</b> comply with policy and other <b>requirements</b> and take account of known factors likely to affect resource use<br>1.8 Supply feedback on <b>plans</b> in a suitable format and in a constructive manner to the appropriate <b>people</b> |
| <b>2 Monitor and control the use of resources</b> | 2.1 Use <b>resources</b> in accordance with specifications<br>2.2 Interpret information on use of <b>resources</b> correctly and supply to the appropriate <b>people</b><br>2.3 Ensure <b>records</b> of the use of <b>resources</b> are complete, accurate and legible, and in accordance with <b>requirements</b><br>2.4 Take prompt corrective action in response to actual or potential significant deviations from <b>plans</b><br>2.5 Communicate individual responsibility for the use of <b>resources</b> effectively to those for whom one has responsibility  |
| <b>3 Organise maintenance program</b>             | 3.1 Develop procedures and implement to ensure that premises, fittings, fixtures and equipment are monitored and maintained according to <b>organisation policy</b><br>3.2 Monitor and implement maintenance program for equipment according to manufacturer's design and specifications and <b>organisation policy</b><br>3.3 Identify and rectify equipment faults where possible, without undue delay and report according to service agreements and <b>organisation policy</b><br>3.4 Identify deficiencies in organisation <b>maintenance</b> procedures and take remedial action<br>3.5 Obtain expert or specialist advice as required according to organisation policy<br>3.6 Initiate contingency plan in the event of <b>maintenance problems</b><br>3.7 Consider <b>problems</b> with resource <b>maintenance</b> program from an operational and client perspective<br>3.8 Analyse <b>problems</b> for any long term impact and assess potential solutions   |

|  |   |
|--|---|
|  | and action in consultation with relevant colleague  |
| <b>4 Negotiate maintenance contracts</b>         | <p>4.1 Negotiate maintenance <b>contracts</b> with contractors and suppliers according to <b>organisation policies and procedures</b></p> <p>4.2 Negotiate <b>contract</b> terms and conditions and implement to maximise benefits for the organisation and communicate to relevant staff</p> <p>4.3 Monitor <b>maintenance</b> procedures to ensure products/tasks meet <b>contract</b> specification</p>  |
| <b>5 Administer maintenance and construction</b> | <p>5.1 Maintain <b>maintenance</b> and construction records and inventory accurately and provide to management when required</p> <p>5.2 Obtain information from trades people within required timeframe</p> <p>5.3 Estimate material and labour costs and submit to management on request</p> <p>5.4 Develop clear, concise and accurate <b>maintenance</b> reports and present to management</p> <p>5.5 Make suggestions for improvement in maintenance operations to management, taking into account feedback from maintenance personnel</p>  |
| <b>6 Control organisation security</b>           | <p>6.1 Develop and implement <b>security procedures</b> to facilitate the detection and prevention of internal or external <b>theft</b> according to organisation policy</p> <p>6.2 Develop and implement procedures to ensure maximum safety and security for all personnel in the event of robbery</p> <p>6.3 Develop and implement procedures for opening and closing premises and for the <b>maintenance</b> of security in transactions</p> <p>6.4 Monitor, maintain and communicate <b>security procedures</b> to all staff</p> <p>6.5 Establish and implement stocktaking procedures to monitor, control and minimise stock losses</p> |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                             | CATEGORIES   |
|---|--|
| <b>Contracts</b>                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may be negotiated               <ul style="list-style-type: none"> <li>○ externally</li> <li>○ internally</li> </ul> </li> <li>• may involve               <ul style="list-style-type: none"> <li>○ quality standards</li> <li>○ maintenance services</li> <li>○ cleaning</li> <li>○ security</li> <li>○ electrical services</li> <li>○ plumbing services</li> <li>○ equipment</li> </ul> </li> </ul> |
| <b>Maintenance</b>                          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include the following areas               <ul style="list-style-type: none"> <li>○ equipment</li> <li>○ pools</li> <li>○ vehicles</li> <li>○ grounds and gardens</li> <li>○ buildings</li> <li>○ gates and fences</li> <li>○ amenities</li> <li>○ tracks and walkways</li> </ul> </li> </ul>  |
| <b>Organisation policies and procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• applicable to maintenance and resource management               <ul style="list-style-type: none"> <li>○ maintenance of resources</li> <li>○ maintenance of equipment</li> <li>○ existing maintenance contracts</li> <li>○ maintenance contract terms and options</li> <li>○ contract specifications</li> </ul> </li> </ul>   |
| <b>Organising maintenance program</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• analysing, monitoring and recording maintenance requirements</li> <li>• assessing space requirements</li> <li>• analysing, controlling and recording expenditure</li> <li>• quality control</li> </ul>  |

|                        |   |
|------------------------|---|
| <b>People</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• a range of people who may include <ul style="list-style-type: none"> <li>○ those for whom one has responsibility</li> <li>○ colleagues</li> <li>○ line managers</li> <li>○ clients</li> <li>○ suppliers</li> <li>○ staff representatives</li> </ul> </li> </ul>  |
| <b>Plans</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• written</li> <li>• oral</li> <li>• long - term</li> <li>• short - term</li> </ul>  |
| <b>Procedures</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• organisational</li> <li>• industry - specific</li> <li>• client</li> </ul>   |
| <b>Problems</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• factors that are identified as problems may include but are not limited to <ul style="list-style-type: none"> <li>○ lack of materials</li> <li>○ lack of staff with appropriate skills</li> <li>○ lack of, or insufficient, financial resources</li> <li>○ inclement weather</li> </ul> </li> </ul>  |
| <b>Recommendations</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• take account of <ul style="list-style-type: none"> <li>○ health, hygiene and safety legislation</li> <li>○ employment legislation</li> <li>○ Equal Employment Opportunities legislation</li> <li>○ industry - specific legislation</li> <li>○ approved codes of practice</li> <li>○ organisational policies, plans and procedures</li> <li>○ client requirements</li> <li>○ formal</li> <li>○ informal</li> <li>○ written</li> <li>○ oral</li> </ul> </li> </ul> |
| <b>Records</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• written</li> <li>• computer - based</li> </ul>   |

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|----------------------------|---|
| <b>Requirements</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• range and source of requirements include <ul style="list-style-type: none"> <li>○ organisational policies, plans and procedures</li> <li>○ health, hygiene and safety legislation</li> <li>○ employment legislation</li> <li>○ industry specific legislation</li> <li>○ approved codes of practice</li> <li>○ client requirements</li> </ul> </li> </ul> |
| <b>Resources</b>           | <p>[three categories]</p> <ul style="list-style-type: none"> <li>• are all those within given area of responsibility and may include <ul style="list-style-type: none"> <li>○ buildings</li> <li>○ venues</li> <li>○ grounds</li> <li>○ natural resources <ul style="list-style-type: none"> <li>▪ land</li> <li>▪ water</li> <li>▪ energy</li> </ul> </li> <li>○ equipment</li> <li>○ materials</li> </ul> </li> </ul>   |
| <b>Security procedures</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• type of security equipment</li> <li>• level of security required</li> <li>• practices to be followed <ul style="list-style-type: none"> <li>○ when opening/closing premises</li> <li>○ cash and non cash transactions</li> <li>○ in the event of armed robbery</li> </ul> </li> </ul>  |
| <b>Theft</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• internal personnel</li> <li>• external personnel</li> </ul>  |

## Evidence Guide

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

|   |  |
|---|--|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of current and potential resource usage within an organisation in order to organise a resource maintenance program and to contribute to resource planning, monitoring and control in the work environment relevant to the sport, community recreation, fitness, or outdoor recreation sectors</li> <li>• Assessment of performance should be over a period of time covering three (3) categories of resource and all categories of people, plans, requirements and all categories defining contracts and organisation of a maintenance program from the Range Statements that are applicable in the learners work environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ assess alternatives in areas of change and identify advantages and disadvantages of changes in the short and long term</li> <li>○ establish, define and review objectives and performance measures</li> <li>○ evaluate cost implications and identify people affected by any changes, their views and opinions</li> <li>○ identify factors likely to affect resource use, availability, utilisation actuals and targets and corrective actions available</li> <li>○ monitor operations, services and systems and analyse efficiency, effectiveness and quality</li> <li>○ plan, co - ordinate and implement activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to organisation's policies and procedures</li> <li>○ initiate contingency plans in response to maintenance problems</li> <li>○ negotiate, monitor and implement maintenance contracts according to organisation policies and procedures</li> <li>○ identify and utilise space and facilities to maximise space utilisation</li> <li>○ evaluate and report on effectiveness of maintenance contracts</li> <li>○ organise and implement organisation's security system</li> <li>○ understand how maintenance and construction activities fit into the overall operation of an organisation</li> </ul> </li> </ul> |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXFAC004B Plan and provide sport and recreational services</li> </ul> </li> </ul>   |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Methods to identify client needs with respect to resources and resource needs</li> <li>○ Resource uses, targets and specifications</li> <li>○ Performance review criteria and methods</li> <li>○ Occupational health and safety legislation, regulations, codes of practice and employment legislation impacting upon resource usage</li> </ul> </li> </ul>   |

|                              |   |
|------------------------------|---|
|                              | <ul style="list-style-type: none"> <li>○ Broad knowledge of organisation policies and procedures, particularly in regard to maintenance, facilities management and security</li> <li>○ Broad knowledge and understanding of legislation and statutory requirements, including contract law, common law and state legislation relating to property offences</li> <li>○ Industry codes of practice and legal issues relating to maintenance and construction activities</li> <li>○ Types of security systems available, their advantages and limitations</li> <li>● Required skills <ul style="list-style-type: none"> <li>○ Communication skills to present proposals for change in a clear, logical argument which addresses the needs and priorities of its recipient</li> <li>○ Motivating people to contribute to the efficient control of resources</li> <li>○ Using analytical approaches in assessing and optimising the use of resources</li> <li>○ Monitoring performance of contracts</li> <li>○ Negotiating, particularly contract negotiation</li> <li>○ Planning and organising activities</li> <li>○ Collecting, analysing and organising information, including space requirements and maintenance</li> <li>○ Solving problems associated with equipment usage, maintenance and repair</li> <li>○ Using technology to monitor maintenance program</li> <li>○ Time management</li> <li>○ Literacy skills to develop, analyse, document and record/report procedures</li> <li>○ Numeracy skills to account and record data for budgets, interpret financial transactions</li> </ul> </li> </ul> |
| <b>Resource implications</b> | <ul style="list-style-type: none"> <li>● Physical resources - Assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a work environment within the industry (Community Recreation, Fitness, Outdoor Recreation or Sport)</li> <li>○ a variety of resources, resource maintenance requirements</li> <li>○ associated resources and information on an organisation's resource maintenance procedures</li> </ul> </li> <li>● Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>   |

|                                   |  |
|-----------------------------------|--|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"><li>• Due to issues such as variations in resources particular to a work environment or activity, this unit of competency unit must be assessed over a period of time in order to ensure consistency of performance over three categories of the resource variable and all other Range Statements and contexts applicable to the work environment</li></ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"><li>• This unit of competency must be assessed in the context of a real sport or recreation organisation. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li><li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and interpreting information on a range of resources from a range of sources</li> <li>• <b>Communicating ideas and information</b> - Seeking information from a range of people as well as communicating ideas, problems or faults with relevant personnel</li> <li>• <b>Planning and organising activities</b> - Planning for and organising maintenance schedules and activities for a range of resources</li> <li>• <b>Working with teams and others</b> - Liaising with personnel and clients as well as coordinating team work in particular areas of resource maintenance</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating resource needs and future requirements as well as using basic accounting techniques to budget</li> <li>• <b>Solving problems</b> - Identifying and finding solutions to implementing an on-going maintenance plan that meets the organisation's needs as well as client needs</li> <li>• <b>Using technology</b> - Using computer programs for budgeting/finances and database requirements</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
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| SRXRES004B | MINIMISE WASTE AND POLLUTION AND THEIR ENVIRONMENTAL IMPACT |
| RES        | Resource management   |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to identify sources of waste and pollution, assess their impact and develop appropriate strategies to manage and minimise their environmental impact.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Identify quantity, composition and sources of waste and environmental pollution</b>                | 1.1 Identify existing <b>data</b> and collate in a comprehensive manner<br>1.2 Obtain additional <b>data</b> to ensure comprehensive <b>data</b> is available for analysis  |
| <b>2 Assess the impact of waste and pollution on the environment</b>                                    | 2.1 Identify specialist skills and most effective method of assessing <b>waste</b> and <b>pollution</b><br>2.2 Survey the community to determine awareness of <b>waste</b> and <b>pollution</b><br>2.3 Assess relevant existing waste management practices and pollution conditions against legislation, industry standards, organisation and community requirements and expectations<br>2.4 Undertake a cost impact analysis of existing pollution condition on the <b>environment</b><br>2.5 Undertake a <b>cost benefit</b> analysis of existing waste management practices<br>2.6 Regularly monitor the effects of existing waste practices and pollution on the <b>environment</b><br>2.7 Establish the pollution cycle for each <b>pollution</b> component in the organisation area<br>2.8 Establish the waste impact cycle for each component of the <b>waste stream</b> in the organisation area<br>2.9 Measure resource usage in the waste impact cycle and pollution cycle accurately |
| <b>3 Determine the effectiveness of current methods and standards in minimising waste and pollution</b> | 3.1 Specify waste minimisation and pollution standards in accordance with community standards and relevant authority regulations<br>3.2 Measure performance accurately, regularly and in a cost effective manner<br>3.3 Make statistically valid comparisons between objectives and performance to accurately establish if standards have been met  |
| <b>4 Investigate, develop and prioritise achievable waste and pollution minimisation strategies</b>     | 4.1 Undertake consultation with the community and relevant <b>authorities</b> to determine appropriate objectives and levels of performance<br>4.2 Determine practical and appropriate <b>strategies</b> to minimise <b>waste</b> and <b>pollution</b><br>4.3 Assess the effectiveness of <b>strategies</b> through a comparison with methods in practice elsewhere<br>4.4 Assess <b>strategies</b> for cost effectiveness<br>4.5 Implement trial and sampling techniques in a controlled manner and assess results against strategy objectives<br>4.6 Prioritise <b>strategies</b> for implementation based on organisation and other relevant <b>authority</b> criteria<br>4.7 Implement <b>strategies</b> within available resources in accordance with agreed priorities  |
| <b>5 Implement</b>  | 5.1 Identify financial resources and procure within budget cycles to support the  |



|   |  |
|---|--|
| <p><b>strategies to minimise waste and environmental pollution</b></p>          | <p>achievement of required outcomes</p> <p>5.2 Identify, train and assign personnel to tasks so that strategy requirements for skills and knowledge are met</p> <p>5.3 Identify physical facilities and equipment and procure within budget cycles to support the achievement of required outcomes</p> <p>5.4 Prepare and distribute community information materials based on outcomes of trials and sampling to ensure on - going support for the strategy</p> <p>5.5 Implement strategy is implemented in accordance with organisation policy and procedures</p> |
| <p><b>6 Monitor and review the effectiveness of minimisation strategies</b></p> | <p>6.1 Collect regular <b>data</b> and analysed to provide accurate measures of performance</p> <p>6.2 Make comparisons with strategy objectives to assess effectiveness</p> <p>6.3 Make changes to implemented strategy as required in a timely manner to ensure outcomes are achieved</p> <p>6.4 Apply information obtained during monitoring and review to develop new <b>strategies</b> which are based on accumulated knowledge and experience</p>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT      | CATEGORIES   |
|----------------------|--|
| <b>Authorities</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• state environment protection authorities</li> <li>• waste management bodies</li> <li>• recycling and resource recovery bodies</li> </ul>  |
| <b>Cost benefits</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• being aware of potential areas of cost benefit that may include               <ul style="list-style-type: none"> <li>○ financial</li> <li>○ health</li> <li>○ amenity</li> <li>○ flora and fauna</li> <li>○ social</li> <li>○ fee for service</li> </ul> </li> </ul>  |
| <b>Data</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• nature of data that may include but are not limited to               <ul style="list-style-type: none"> <li>○ waste/pollution</li> <li>○ financial                   <ul style="list-style-type: none"> <li>▪ costs of reduction/disposal</li> </ul> </li> <li>○ legislation</li> <li>○ impact details</li> <li>○ experimental controls</li> <li>○ quantities/levels</li> </ul> </li> <li>• sources</li> <li>• types               <ul style="list-style-type: none"> <li>○ qualitative and/or quantitative that may include but are not limited to                   <ul style="list-style-type: none"> <li>▪ complaints</li> <li>▪ officer observation</li> <li>▪ monitoring and sampling</li> <li>▪ historical records and reports</li> <li>▪ water board (local)</li> <li>▪ comparative external reports</li> <li>▪ community environmental programs</li> <li>▪ ABARE (Australian Bureau of Agricultural Research and Economics)</li> </ul> </li> </ul> </li> </ul> |

|                                       |   |
|---------------------------------------|---|
| <b>Environment</b>                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• location/sites/areas that may include <ul style="list-style-type: none"> <li>○ cultural and heritage sites</li> <li>○ built environment</li> <li>○ non-built environment</li> </ul> </li> <li>• those interacting in the environment, including <ul style="list-style-type: none"> <li>○ flora and fauna</li> <li>○ persons interacting in the immediate vicinity</li> </ul> </li> </ul>   |
| <b>Impacts</b>                        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• types that may include but are not limited to <ul style="list-style-type: none"> <li>○ health related</li> <li>○ amenity <ul style="list-style-type: none"> <li>▪ smell</li> <li>▪ visual (development of facilities and signs)</li> <li>▪ tactile</li> </ul> </li> <li>○ flow on physical impacts on flora and fauna</li> <li>○ toxicity (pollution with foreign matter) and chemical alteration to environment</li> <li>○ modification to breakdown/decomposition cycle</li> <li>○ intrusion into private lives and culture</li> <li>○ damage to, or inappropriate behaviour in, cultural sites</li> </ul> </li> <li>• assessment <ul style="list-style-type: none"> <li>○ outsourcing</li> <li>○ costs</li> <li>○ techniques</li> </ul> </li> </ul> |
| <b>Pollution</b>                      | <p>[three categories]</p> <ul style="list-style-type: none"> <li>• sources of pollution includes <ul style="list-style-type: none"> <li>○ air</li> <li>○ water</li> <li>○ noise</li> <li>○ soil/land</li> <li>○ visual</li> </ul> </li> </ul>   |
| <b>Relevant authority regulations</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• State/Territory statutory requirements</li> <li>• local laws, by - laws, ordinances and policy</li> </ul>  |
| <b>Strategies</b>                     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• education</li> <li>• promotion</li> <li>• technical systems</li> <li>• environment specific maintenance, for example, <ul style="list-style-type: none"> <li>○ mulching</li> <li>○ worms</li> </ul> </li> </ul>  |

|                     |   |
|---------------------|---|
| <b>Waste stream</b> | [all categories] <ul style="list-style-type: none"><li>• domestic garbage</li><li>• industrial</li><li>• commercial</li><li>• municipal litter</li></ul>  |
| <b>Waste</b>        | [three categories] <ul style="list-style-type: none"><li>• types that may include<ul style="list-style-type: none"><li>○ paper</li><li>○ plastics</li><li>○ metals</li><li>○ household garbage</li><li>○ green waste</li><li>○ chemical</li><li>○ glass</li><li>○ construction waste</li><li>○ hard liquid</li><li>○ storm water</li><li>○ sewage</li></ul></li></ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of methods to determine the quantity, composition and sources of waste and pollution within the learner's work environment and methods to minimise their impact on the environment</li> <li>• Assessment of performance should be over a period of time covering a minimum of three (3) categories of pollution and three (3) categories of waste in addition to all the prescribed categories from the Range Statements that are applicable in the learner's environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ source relevant information on the quantity and composition of waste and pollution</li> <li>○ identify sources of waste and pollution</li> <li>○ assess the environmental impact of pollution and waste</li> <li>○ evaluate current minimisation strategies</li> <li>○ develop/improve strategies for waste and pollution minimisation</li> <li>○ identify training and information requirements of staff</li> <li>○ implement and monitor strategies to reduce environmental impact</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Organisation's policies and procedures in regard to the environment</li> <li>○ Organisation's structure, services and availability of resources</li> <li>○ Sources of relevant information/data/expertise</li> <li>○ Techniques to assess environmental impact due to different components</li> <li>○ A broad knowledge of waste management and minimisation practices</li> <li>○ A broad knowledge of pollution management and minimisation practices</li> <li>○ Regulations/standards/policies as specified by local/state and national authorities in relation to workplace environmental impact</li> <li>○ Community needs and expectations</li> <li>○ Training requirements/networks</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Research to source community information on environmental issues and to investigate the impact of pollution and waste on the environment</li> <li>○ Analysis of data (including adequate statistical analysis techniques)</li> <li>○ Monitoring and evaluation of waste minimisation strategies</li> <li>○ Consultation with diversity of people and organisations/bodies</li> <li>○ Strategic planning in relation to managing pollution and waste</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>○ Program design, implementation and evaluation</li> <li>○ Budgeting</li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - Assessment of this unit of competency requires the learner to have access to <ul style="list-style-type: none"> <li>○ an organisation's policies and procedures</li> <li>○ real work environment</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variations in sources of pollution and waste, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over three (3) categories of waste and three (3) categories of pollution and the Range Statements and contexts applicable to the learner's work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment this unit of competency must be assessed in the context of a real sport or recreation activity/facility. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 2                               | 2                          | 1                           | 1                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and analysing data and information requiring assessment of impacts from a range of sources</li> <li>• <b>Communicating ideas and information</b> - Synthesising information and data to communicate with colleagues, clients and the community</li> <li>• <b>Planning and organising activities</b> - Developing and implementing a range of practices to minimise waste and monitor outcomes of strategies</li> <li>• <b>Working with teams and others</b> - Collaborating and liaising with colleagues, external expertise, clients and community</li> <li>• <b>Using mathematical ideas and techniques</b> - Using basic statistical and sampling techniques</li> <li>• <b>Solving problems</b> - Solving problems with respect to negative environmental impact</li> <li>• <b>Using technology</b> - Using appropriate technology for data collection and recording data</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                       |
|------------|---------------------------------------|
| SRXRES005B | ACHIEVE AN EFFICIENT USE OF RESOURCES |
| RES        | Resource management                   |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to plan and control the use of resources to an optimal level.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Determine resource capacity and options for use</b>      | 1.1 Prepare and document an accurate inventory of <b>resource</b> capacity<br>1.2 Undertake comprehensive <b>research</b> on alternative and/or optimal use<br>1.3 Ensure options for <b>resource</b> use are relevant to identified market niches and are congruent with the organisations' business and policy directions for resource use<br>1.4 Identify realistic options clearly to enable valid <b>assessment</b> of alternatives<br>1.5 Undertake suitable cost benefit analysis on each option to enable effective decision to be taken<br>1.6 Rank options in accordance with criteria that focus on the achievement of organisation objectives   |
| <b>2 Assess resource availability and current utilisation</b> | 2.1 Identify and obtain existing and additional data and collate to ensure comprehensive data is available for analysis<br>2.2 Define <b>resources</b> both internally and externally within the area by type, amount and degree of availability<br>2.3 Determine the cost of <b>resource</b> access against a sustainable balance of financial, social and environmental determinants in accordance with local requirements<br>2.4 Identify reliable indicators of resource utilisation to provide measurable data on resource usage<br>2.5 Undertake measurement accurately and comprehensively<br>2.6 Make comparisons against known practice and accepted standards of performance  |
| <b>3 Plan efficient use of resources</b>                      | 3.1 Undertake a practical feasibility analysis on opportunities and options for <b>efficient resource usage</b> against local constraints and capacities<br>3.2 Apply valid internal and external information in developing <b>plans and strategies</b> and encourage appropriate members of staff to contribute<br>3.3 Select strategies and prioritise based on cost effectiveness and availability of physical, human and financial resources<br>3.4 Document strategies in a clear concise manner which facilitates implementation<br>3.5 Plan <b>resource</b> uses taking into account financial viability and relevant safety, <b>legislative</b> and policy requirements<br>3.6 Ensure <b>recommendations</b> for any expenditure state clearly the net benefits which should be achieved and present clearly and concisely in an appropriate format<br>3.7 Establish performance measures to enable effective evaluation<br>3.8 Demonstrate that plans facilitate achievement of the identified uses and performance requirements |



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| <p><b>4 Implement strategies and control resource usage</b></p> | <p>4.1 Implement strategies in accordance with local policy and procedures and <b>legislative requirements</b></p> <p>4.2 Identify and train personnel and assign to tasks so that strategy requirements for skills and knowledge are met</p> <p>4.3 Identify financial resources and procure within budget cycles to support the achievement of required outcomes</p> <p>4.4 Identify physical facilities and equipment and procure within budget cycles to support the achievement of required outcomes</p> <p>4.5 Ensure expenditure is within agreed budgets, does not compromise future spending requirements and conforms to the organisation's procedures</p> <p>4.6 Demonstrate that records of expenditure are complete, accurate and legible</p> <p>4.7 Refer requests for expenditure outside the learner's responsibility promptly to the appropriate people</p> <p>4.8 Prepare and distribute, where relevant, information to clients and/or the community to ensure on-going support for the resource and usage strategy</p> <p>4.9 Pass on recommendations for improving the efficiency of operations to the appropriate people with minimum delay and <b>communicate</b> the contribution each individual can make to the control of resources in the most effective way</p> <p>4.10 Take action to promote economy in the use of energy/non-sustainable resources and to manage waste correctly and efficiently</p> <p>4.11 Take prompt corrective action, where actual or potential significant deviations from plans are likely to have adverse effects</p> <p>4.12 Assess information on costs and <b>resource</b> utilisation fully, interpret correctly and take effective action</p> |
| <p><b>5 Monitor and review efficiency of resource usage</b></p> | <p>5.1 Maintain accurate records of <b>resource</b> uses and utilisation and analyse data to provide accurate measures of usage</p> <p>5.2 Provide resource users and other interested parties with opportunities to provide feedback on resource uses</p> <p>5.3 Base <b>monitoring</b> on relevant performance measures and make comparisons with performance objectives to assess effectiveness of resource use</p> <p>5.4 Suggest changes to resource utilisation strategy as required in a timely manner to ensure planned performance or outcomes are achieved or alternatives introduced</p> <p>5.5 Apply information obtained during monitoring and review to develop new strategies which are based on accumulated knowledge and experience</p>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                 | CATEGORIES   |
|---------------------------------|--|
| <b>Assessments</b>              | [all categories] <ul style="list-style-type: none"> <li>• qualitative and quantitative may include               <ul style="list-style-type: none"> <li>○ audits</li> <li>○ statistical analysis</li> <li>○ observation</li> <li>○ measurements</li> <li>○ surveys</li> </ul> </li> </ul>                          |
| <b>Communications</b>           | [all categories] <ul style="list-style-type: none"> <li>• may include but are not limited to               <ul style="list-style-type: none"> <li>○ formal or informal</li> <li>○ conversation</li> <li>○ written forms</li> <li>○ practical demonstration</li> </ul> </li> </ul>                                  |
| <b>Efficient resource usage</b> | [all categories] <ul style="list-style-type: none"> <li>• may be reflected in               <ul style="list-style-type: none"> <li>○ utilisation rates</li> <li>○ level of participation</li> <li>○ income/profit returns</li> <li>○ minimal environmental impact</li> </ul> </li> </ul>                           |
| <b>Monitoring</b>               | [all categories] <ul style="list-style-type: none"> <li>• techniques may include but are not limited to               <ul style="list-style-type: none"> <li>○ surveys</li> <li>○ questionnaires</li> <li>○ data collection and statistical analysis</li> <li>○ comparative market response</li> </ul> </li> </ul> |
| <b>Plans and strategies</b>     | [all categories] <ul style="list-style-type: none"> <li>• outcomes of plans and strategies include               <ul style="list-style-type: none"> <li>○ service delivery</li> <li>○ productivity</li> <li>○ costs</li> <li>○ minimal wastage</li> <li>○ minimal environmental impact</li> </ul> </li> </ul>      |
| <b>Recommendations</b>          | [all categories] <ul style="list-style-type: none"> <li>• for items of expenditure within learner's line of responsibility</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• are made to immediate manager and financial specialists</li> <li>• take the form of short written reports or verbal briefings</li> </ul>  |
| <b>Research</b>                                    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• comparative, for example, <ul style="list-style-type: none"> <li>○ other recreational or entertainment activities</li> </ul> </li> <li>• industry trends</li> <li>• marketing trends</li> </ul>   |
| <b>Resources</b>                                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• vary according to industry sector but may include <ul style="list-style-type: none"> <li>○ physical <ul style="list-style-type: none"> <li>▪ buildings</li> <li>▪ venues</li> <li>▪ grounds</li> <li>▪ natural resources</li> </ul> </li> <li>○ human</li> </ul> </li> </ul>  |
| <b>Safety, legislative and policy requirements</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• Local, State and Federal government laws and by-laws including <ul style="list-style-type: none"> <li>○ Occupational Health and Safety</li> <li>○ Building Codes and Regulations</li> <li>○ Health Act</li> <li>○ Industrial Relations</li> <li>○ Environment</li> <li>○ Equal Employment Opportunity</li> <li>○ Anti - discrimination legislation</li> <li>○ Local Government regulations</li> </ul> </li> </ul> |

## Evidence Guide

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

|  |  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of methods to research the capacity and options for use of resources within the learner's workplace relevant to an industry sector (community recreation, outdoor recreation, sport, or fitness) and to plan for their efficient use</li> <li>• Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable to the use of a facility (building, venue or grounds) <b>or</b> a natural resource within the learner's environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ identify resource usage and factors affecting usage</li> <li>○ accurately identify the capacity of the resource and options for use</li> <li>○ conduct a feasibility study to determine options for resource usage</li> <li>○ recommend options for use in a clear, concise format</li> <li>○ take into consideration financial viability of recommendations</li> <li>○ implement strategies to control the efficient use of resources</li> <li>○ monitor and review resource usage</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXRES003B Contribute to the planning, monitoring and control of resources</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge (at a level to undertake activities independently)             <ul style="list-style-type: none"> <li>○ National/state/local legislation governing resource usage</li> <li>○ Basic techniques for assessing resource usage</li> <li>○ Extensive knowledge of current availability and supply of resources</li> <li>○ Alternative facility uses</li> <li>○ Market trends relevant to industry sector and activity-specific trends</li> <li>○ Techniques and strategies to optimise natural resource usage</li> <li>○ Community needs and expectations</li> <li>○ Training opportunities for staff</li> <li>○ Business principles</li> </ul> </li> <li>• Required skills (at a level to undertake activities independently)             <ul style="list-style-type: none"> <li>○ Research techniques to assess resource usage and potential</li> <li>○ Basic accounting, eg, budgeting</li> <li>○ Strategic planning for optimal resource use</li> <li>○ Problem solving</li> <li>○ Evaluation and data analysis</li> <li>○ Communication and interpersonal skills</li> <li>○ Basic human resource management</li> </ul> </li> </ul>   |

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| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - Assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a real work environment</li> <li>○ resources suitable for assessment of usage, potential usage and efficiency of usage</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variations in the types of resources this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts that are applicable to the use of a facility (building, venue or grounds) <b>or</b> a natural resource in the context of the learner's work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a real sport or recreation resource. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Researching information from existing sources as well as alternative sources in determining optimal resources capacity</li> <li>• <b>Communicating ideas and information</b> - Communicating with a range of people to collect information as well as presenting facts and plans clearly and concisely</li> <li>• <b>Planning and organising activities</b> - Planning resource inventory processes, activities to train staff in the use of resources and organising review procedures</li> <li>• <b>Working with teams and others</b> - Coordinating activities and research with others internal and external to the organisation</li> <li>• <b>Using mathematical ideas and techniques</b> - Using statistical techniques to plan for optimal resource capacity</li> <li>• <b>Solving problems</b> - Resolving issues such as potential conflict in the community due to competing interests in resource use</li> <li>• <b>Using technology</b> - Using relevant computer software for research and recording and storing of data</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SRXRES006B | ESTABLISH POLICIES AND STRATEGIES TO MANAGE AND MAINTAIN RESOURCES |
| RES        | Resource management  |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to develop policies and strategies to manage and maintain sport and recreation resources.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Manage risk to maintain a safe and secure environment</b> | 1.1 Develop, implement and monitor a security system<br>1.2 Develop a risk management audit of the <b>resource</b> and review regularly to detect trends<br>1.3 Identify risks associated with the <b>resource</b> and its use and act on in accordance with statutory requirements and/or workplace industry standards<br>1.4 Identify emergency situations and act on in accordance with workplace procedures and industry standards<br>1.5 Enforce organisation regulations in accordance with organisation's set procedures and policies  |
| <b>2 Research and plan maintenance policies and strategies</b> | 2.1 Review existing strategies for <b>maintenance</b> requirements and directions<br>2.2 Identify occupational health and safety standards, statutory requirements, relevant Australian standards, Codes of Practice, manufacturers specifications, <b>legislative context</b> , environmental requirements and enterprise procedures<br>2.3 Review organisation and/or site business plans for impact on maintenance work<br>2.4 Identify major <b>maintenance</b> activities with reference to scope and timeframes<br>2.5 Establish timeframes of strategies and work<br>2.6 Define relevant indicators of performance<br>2.7 Apply cost estimates and economic evaluation principles in order to identify <b>maintenance</b> costs<br>2.8 Identify legal implications of work to be undertaken<br>2.9 Apply <b>risk</b> assessment principles to determine policies and strategic plans |
| <b>3 Establish maintenance policies and strategies</b>         | 3.1 Identify resources required to implement policies and strategies and detail against projects<br>3.2 Define timeframes and potential variances for <b>maintenance</b> scheduling<br>3.3 Identify and document interdependence of activities<br>3.4 Document planned objectives in accordance with organisation requirements<br>3.5 Develop coordinated <b>maintenance</b> policies in accordance with organisation requirements and document strategies to implement the policies  |
| <b>4 Implement maintenance policies and strategies</b>         | 4.1 Implement <b>strategies</b> in order to facilitate required outcomes and variances<br>4.2 Identify and establish corrective action to restore strategy objective<br>4.3 Re-develop/update <b>strategies</b> and <b>policies</b> to satisfy policy outcomes<br>4.4 Identify opportunities for strategy enhancements and document for inclusion in future strategy preparation  |
| <b>5 Manage on site maintenance</b>                            | 5.1 Contact appropriate <b>maintenance contractors</b> promptly and bring in to carry out repairs when work cannot be done in-house   |

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| <b>contracts and contractors</b> | <ul style="list-style-type: none"><li>5.2 Ensure all those appointed or allocated repair duties are suitably skilled/qualified</li><li>5.3 Ensure estimates of the cost of repairs fall within agreed <b>budgets</b> or a reasoned case is put forward for additional funding</li><li>5.4 Negotiate a schedule for the work which minimises the interruption of service delivery</li><li>5.5 Clarify all required specifications to the <b>contractor</b></li><li>5.6 Record <b>maintenance</b> jobs accurately and legibly in specified files</li><li>5.7 Make checks to ensure that the work of outside <b>contractors</b> meets the required specifications</li><li>5.8 Accept work only when it meets specifications</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT            | CATEGORIES  |
|----------------------------|---|
| <b>Budget</b>              | [all categories] <ul style="list-style-type: none"> <li>• budgeted items include <ul style="list-style-type: none"> <li>○ cost of labour</li> <li>○ materials</li> <li>○ training</li> <li>○ services</li> <li>○ tools and equipment</li> </ul> </li> </ul>   |
| <b>Contractors</b>         | [all categories] <ul style="list-style-type: none"> <li>• general</li> <li>• specialist to sport or recreation resources</li> </ul>   |
| <b>Legislative context</b> | [all categories] <ul style="list-style-type: none"> <li>• State/Territory statutory requirements</li> <li>• local laws, by - laws, ordinances and policy</li> </ul>   |
| <b>Maintenance</b>         | [all categories] <ul style="list-style-type: none"> <li>• major and minor repairs</li> <li>• major and minor development/renovation</li> </ul>  |
| <b>Policies</b>            | [all categories] <ul style="list-style-type: none"> <li>• statement of intent/courses of action adopted and pursued</li> </ul>  |
| <b>Resource</b>            | [all categories] <ul style="list-style-type: none"> <li>• types of resources may include <ul style="list-style-type: none"> <li>○ built facilities, eg, buildings</li> <li>○ grounds</li> <li>○ natural resources/areas</li> </ul> </li> </ul>  |
| <b>Risk</b>                | [all categories] <ul style="list-style-type: none"> <li>• types of risk including <ul style="list-style-type: none"> <li>○ activity-specific</li> <li>○ emergency situations</li> </ul> </li> <li>• risk management <ul style="list-style-type: none"> <li>○ risk assessment</li> <li>○ risk audit</li> </ul> </li> </ul> |

|                   |   |
|-------------------|---|
|                   | <ul style="list-style-type: none"><li>○ risk reduction</li></ul>  |
| <b>Strategies</b> | <p>[all categories]</p> <ul style="list-style-type: none"><li>• are methods of conducting operations in order to achieve intent and may be<ul style="list-style-type: none"><li>○ long term</li><li>○ medium term</li><li>○ short term</li></ul></li><li>• preparation and implementation of strategies<ul style="list-style-type: none"><li>○ the services of maintenance and planning staff both within and beyond the authority of this work</li></ul></li></ul> |

## Evidence Guide

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

|  |   |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of policy development procedures and factors to be considered when developing policies and strategies for the management and maintenance of a resource</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learner's work environment in a sport or recreation sector (community recreation, outdoor recreation, fitness or sport)</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ assess and manage risk associated with a resource</li> <li>○ conduct research in order to develop resource management policies</li> <li>○ develop resource management policies and strategies for implementation</li> <li>○ implement resource management policies and strategies</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Components affecting risk assessment of a resource and management of risk</li> <li>○ Systems for monitoring the condition of the facility and how to determine when maintenance and repair are necessary</li> <li>○ Construction of long-term maintenance and repair plans</li> <li>○ Personnel responsible for maintenance, their roles, responsibilities and the importance of keeping them informed of maintenance plans</li> <li>○ Range of general and specialist organisations who carry out maintenance and repair</li> <li>○ Standards for upkeep of recreation facilities</li> <li>○ Data on operations and how to analyse the need for improvements</li> <li>○ Analysis techniques to establish the implications of improvements</li> <li>○ Good practice and health and safety standards</li> <li>○ Procedures for commissioning and scrutinising estimates</li> <li>○ Sub-contracting</li> <li>○ Business principles</li> <li>○ Management plans</li> <li>○ Resource authorities and tenure if applicable</li> <li>○ Environmental impact assessment techniques</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Risk assessment techniques</li> <li>○ Research skills and evaluation skills to enable assessment of current policies and development/modification of policies</li> <li>○ Communication skills to consult with a diversity of clients at all</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>levels within and external to the organisation</p> <ul style="list-style-type: none"> <li>○ Time management</li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a real work environment</li> <li>○ resource maintenance requirements</li> <li>○ associated resources and information on location/venue</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variations in resource requirements and use, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the learner's work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a real sport or recreation resource. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 2                               | 3                          | 2                           | -                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on all aspects of resource use and maintenance, requiring assessment and analysis in order to determine optimal resource use and capacity</li> <li>• <b>Communicating ideas and information</b> - Liaising with persons to access additional knowledge and expertise about environmental impact and communicating resource plans clearly and concisely to stakeholders</li> <li>• <b>Planning and organising activities</b> - Planning and organising multiple tasks and schedules</li> <li>• <b>Working with teams and others</b> - Managing individuals or teams and working collaboratively with all stakeholders</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Preparing contingency plans if course of action has to change</li> <li>• <b>Using technology</b> - Using relevant technology to assess environmental impact and other resource use</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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|------------|-------------------------------|
| SRXRES007B | UNDERTAKE OPEN SPACE PLANNING |
| RES        | Resource management           |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to undertake research to determine supply and demand for open space in order to develop an action plan.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Determine methodology for open space planning</b> | 1.1 Perform a feasibility study to determine if <b>open space</b> planning is required<br>1.2 Establish goals, objectives, outcomes and <b>evaluation procedures</b><br>1.3 Take the financial and human resource requirements and constraints into account in determining the appropriate techniques<br>1.4 Consider alternative research and data collection techniques<br>1.5 Select technique consistent with achieving stated objectives<br>1.6 Determine a <b>work plan</b> and gain necessary approval |
| <b>2 Conduct research</b>                              | 2.1 Gather <b>relevant information</b> from within organisation, from community consultation, <b>legislative context</b> , relevant government agencies and other bodies<br>2.2 Analyse and document <b>information</b> gathered<br>2.3 Review methodology in light of the research and amended as required   |
| <b>3 Assess supply of open space</b>                   | 3.1 <b>Identification of existing open space</b> and develop classification system<br>3.2 Establish <b>criteria for evaluating the supply of open space</b> and use to evaluate adequacy of supply<br>3.3 Assess requirements for upgrading and/or improving current open space and document, taking into account geographical, environmental and location factors  |
| <b>4 Assess demand for open space</b>                  | 4.1 Develop demographic profile of the area and identify geographical and <b>locational issues</b><br>4.2 Determine usage patterns and identify target groups in consultation with user groups<br>4.3 Determine <b>satisfaction levels</b> of community and <b>stakeholders</b> in relation to <b>open space</b> areas<br>4.4 Analyse <b>information</b> gathered and identify demand   |
| <b>5 Assess current expenditure</b>                    | 5.1 Identify current and previous expenditure patterns and assess for effectiveness and appropriateness<br>5.2 Identify resources available from other <b>sources</b>   |
| <b>6 Develop and evaluate options</b>                  | 6.1 Establish criteria for analysing the data gathered<br>6.2 Assess the adequacy of the supply of <b>open space</b> in relation to perceived and latent demand, and identify shortfalls and surplus in consultation with <b>stakeholders</b><br>6.3 Develop alternative options and evaluate on the basis of established criteria<br>6.4 Determine preferred options   |

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| <b>7 Develop policy and action plan</b> | <ul style="list-style-type: none"><li>7.1 Establish objectives for <b>open space</b> action plan in consultation with <b>stakeholders</b></li><li>7.2 Develop policies</li><li>7.3 Develop action plans</li><li>7.4 Develop schedule of works including priorities, costs and timeframes</li><li>7.5 Suggest recommendations to organisation</li><li>7.6 Monitor plan by <b>stakeholders</b> and the community and effectiveness and evaluate relevance to current situation</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES   |
|---|--|
| <b>Criteria for evaluating the supply of open space</b> | [all categories] <ul style="list-style-type: none"> <li>• access</li> <li>• distribution</li> <li>• suitability</li> <li>• quality and characteristics</li> <li>• usage <ul style="list-style-type: none"> <li>○ current</li> <li>○ potential</li> </ul> </li> </ul>   |
| <b>Evaluation procedures</b>                            | [all categories] <ul style="list-style-type: none"> <li>• procedures may include <ul style="list-style-type: none"> <li>○ community consultation</li> <li>○ interdepartmental meetings</li> </ul> </li> </ul>  |
| <b>Identification of existing open space</b>            | [all categories] <ul style="list-style-type: none"> <li>• inventory</li> <li>• property register</li> </ul>  |
| <b>Information</b>                                      | [all categories] <ul style="list-style-type: none"> <li>• supply</li> <li>• demand</li> <li>• current expenditure</li> </ul>   |
| <b>Legislative context</b>                              | [all categories] <ul style="list-style-type: none"> <li>• State/Territory statutory requirements</li> <li>• local laws, by - laws, ordinances and policy</li> </ul>  |
| <b>Locational issues</b>                                | [all categories] <ul style="list-style-type: none"> <li>• factors that impact on location may include <ul style="list-style-type: none"> <li>○ transport routes</li> <li>○ distance between areas</li> <li>○ topography</li> <li>○ isolated</li> <li>○ communities, eg, freeways</li> <li>○ ecology</li> </ul> </li> </ul> |
| <b>Open space</b>                                       | [all categories]   |



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|                             | <ul style="list-style-type: none"> <li>• types of open space, including <ul style="list-style-type: none"> <li>○ open and closed space</li> <li>○ facilities</li> <li>○ car parks</li> <li>○ natural elements, eg, water courses</li> <li>○ greenfields area</li> <li>○ established area</li> </ul> </li> </ul>  |
| <b>Relevant information</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sources of information, including <ul style="list-style-type: none"> <li>○ organisation policies</li> <li>○ files</li> <li>○ planning studies</li> <li>○ political environment of organisations</li> <li>○ external bodies, eg, sporting bodies</li> <li>○ literature review</li> <li>○ legislative requirements</li> <li>○ other organisations</li> <li>○ documented summary/synopsis issues papers</li> <li>○ demographic profiles</li> </ul> </li> </ul> |
| <b>Satisfaction levels</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• strategies to assess satisfaction levels, including <ul style="list-style-type: none"> <li>○ surveys</li> <li>○ search conferences</li> <li>○ public meetings</li> <li>○ market research</li> </ul> </li> </ul>   |
| <b>Sources</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• relevant sources depending on sport or recreation sector, including <ul style="list-style-type: none"> <li>○ grants</li> <li>○ schools</li> <li>○ service sporting clubs/associations</li> <li>○ corporate sponsors</li> <li>○ Section 94 contributions</li> <li>○ bequests</li> <li>○ community</li> <li>○ developer/organisation joint ventures</li> <li>○ community groups – churches</li> </ul> </li> </ul>   |
| <b>Stakeholders</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• identification of relevant stakeholders, including <ul style="list-style-type: none"> <li>○ government bodies</li> <li>○ community groups</li> <li>○ participants</li> <li>○ other user groups</li> </ul> </li> </ul>   |
| <b>Work plan</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• objectives</li> <li>• tasks</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>• timeframes</li><li>• budget</li><li>• consultation plan</li></ul> |
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## Evidence Guide

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

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of research and planning techniques to determine open space supply and demand relevant to a sport or recreation industry sector (sport, outdoor recreation, community recreation or fitness) and to develop an action plan</li> <li>• Assessment of performance should be over a period of time covering all categories for determining the supply and demand for open space from the Range Statements that are applicable in the learner's environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ conduct a feasibility study to determine requirement for open space planning</li> <li>○ conduct research to assess supply of and demand for open space</li> <li>○ correctly analyse data against valid criteria</li> <li>○ develop a policy and action plan suitable for implementation</li> <li>○ establish procedures to monitor effectiveness of plan</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Organisation policy and procedures</li> <li>○ Methodology to conduct feasibility studies</li> <li>○ Organisation goals and objectives</li> <li>○ Organisation strategic plan</li> <li>○ Open space management policy and procedures</li> <li>○ Sources of information and resources</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Research skills to conduct studies, gather information</li> <li>○ Mathematical skills to statistically evaluate data</li> <li>○ Planning and analytical skills to set criteria</li> <li>○ Time management to prioritise work and set time frames</li> <li>○ Communication and consultation skills to liaise with stakeholders</li> </ul> </li> </ul>   |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ a regional open space</li> <li>○ associated resources and information on the location</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul>  |

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|                                   | <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the learner's work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a real open space supply and demand study for a sport or recreation industry sector. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 2                               | 1                          | 2                           | 2                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Using qualitative and quantitative research techniques to collect and analyse a broad range of economic and social issues in relation to open space</li> <li>• <b>Communicating ideas and information</b> - Communicating and liaising with stakeholders to collect information and share information</li> <li>• <b>Planning and organising activities</b> - Planning and conducting research activities</li> <li>• <b>Working with teams and others</b> - Collaboratively working with others to develop an action plan</li> <li>• <b>Using mathematical ideas and techniques</b> - Using relevant statistical techniques in research activities</li> <li>• <b>Solving problems</b> - Identifying constraints and/or barriers to assessing an open space and providing contingency plans</li> <li>• <b>Using technology</b> - Using relevant computer software for research</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SRXRES008B | CONSERVE AND RE-ESTABLISH NATURAL SYSTEMS |
| RES        | Resource management                       |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to prepare an inventory of natural systems, assess threats and opportunities and develop and implement strategies to conserve and re-establish natural systems.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Prepare an inventory of <i>natural systems</i> and their components</b>  | 1.1 Identify <i>natural systems</i> and components within community and organisation expectations and requirements<br>1.2 Specify the significance of <i>natural systems</i> in accordance with scientific criteria and community expectations<br>1.3 Identify and review <i>existing data</i> to enable characteristics of the natural system to be specified<br>1.4 Collect data on <i>natural systems</i> accurately and objectively<br>1.5 Prepare a comprehensive inventory of <i>natural systems</i> with full and detailed descriptors   |
| <b>2 Assess <i>threats</i> and <i>opportunities</i> for the conservation and re-establishment of <i>natural systems</i></b> | 2.1 Identify <i>threats</i> and <i>opportunities</i> in accordance with <i>legislative context</i> and authority expectations so that all factors are fully assessed<br>2.2 Prioritise <i>threats</i> and <i>opportunities</i> based on type, level, land tenure and classification of <i>natural systems</i> in accordance with community expectations   |
| <b>3 Develop strategies for the conservation and re-establishment of <i>natural systems</i></b>                             | 3.1 Undertake consultation with the community, <i>stakeholders</i> and relevant authorities to determine appropriate objectives and levels of performance<br>3.2 Determine practical and appropriate strategies to conserve and re-establish <i>natural systems</i><br>3.3 Assess the effectiveness of strategies through a comparison with methods in practice elsewhere<br>3.4 Apply proven techniques for the conservation and re-establishment of <i>natural systems</i> within accepted procedures and environmental standards<br>3.5 Develop alternative and innovative approaches (where appropriate) to meet local requirements   |
| <b>4 Implement suitable strategies to conserve and re-establish <i>natural systems</i></b>                                  | 4.1 Identify and procure financial resources, within budget cycles to support the achievement of required outcomes<br>4.2 Identify, train, and assign tasks to personnel, so that strategy requirements for skills and knowledge are met<br>4.3 Identify and procure physical facilities and equipment within budget cycles to support the achievement of required outcomes<br>4.4 Prepare and distribute community information materials to ensure on-going support for the strategy<br>4.5 Trial innovative and alternative techniques so that results can be assessed<br>4.6 Review strategy in accordance with trials undertaken<br>4.7 Implement strategy within organisation policy and procedures and legislative requirements |

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| <b>5 Monitor and review the effectiveness of strategies to conserve and re-establish natural systems</b> | <ul style="list-style-type: none"><li>5.1 Collect and analyse regular data to provide accurate measures to performance</li><li>5.2 Make comparisons with strategy objectives to assess effectiveness</li><li>5.3 Make changes to implemented strategy as required in a timely manner to ensure outcomes are achieved</li><li>5.4 Use information obtained during monitoring and review to develop new strategies which are based on accumulated knowledge and experience</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT            | CATEGORIES   |
|----------------------------|--|
| <b>Existing data</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• data sources, including               <ul style="list-style-type: none"> <li>○ university</li> <li>○ consultants reports</li> <li>○ conservation and natural resources</li> <li>○ Land Conservation Council</li> <li>○ Port Authority</li> <li>○ State and/or Federal bodies</li> <li>○ State Environmental Protection Authority</li> <li>○ interest groups</li> <li>○ referral bodies</li> <li>○ Municipal Planning Scheme</li> <li>○ environmentalists</li> </ul> </li> </ul> |
| <b>Legislative context</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• State/Territory statutory requirements               <ul style="list-style-type: none"> <li>○ tenure</li> </ul> </li> <li>• local laws, by - laws, ordinances and policy</li> </ul>   |
| <b>Natural systems</b>     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• processes and components, including               <ul style="list-style-type: none"> <li>○ flora</li> <li>○ fauna</li> <li>○ species</li> <li>○ communities</li> <li>○ habitats</li> <li>○ regeneration</li> <li>○ re - vegetation</li> <li>○ fire management</li> <li>○ degradation factors</li> </ul> </li> </ul>   |
| <b>Opportunities</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• identifying potential opportunities, including               <ul style="list-style-type: none"> <li>○ political forces</li> <li>○ economic forces</li> <li>○ community attitude</li> <li>○ interest groups</li> </ul> </li> </ul>   |



|                     |  |
|---------------------|--|
| <b>Stakeholders</b> | [all categories] <ul style="list-style-type: none"><li>• identifying stakeholders, including<ul style="list-style-type: none"><li>○ Government agencies</li><li>○ landowners/custodians</li><li>○ community groups</li></ul></li></ul>                         |
| <b>Threats</b>      | [all categories] <ul style="list-style-type: none"><li>• identifying potential threats, including<ul style="list-style-type: none"><li>○ political forces</li><li>○ economic forces</li><li>○ community attitude</li><li>○ interest groups</li></ul></li></ul> |

**Evidence Guide**

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

|  |   |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of techniques to determine the components of natural systems within a specific location/area and develop strategies to conserve and re-establish natural systems in that location/area</li> <li>• Assessment of performance should be over a period of time covering all relevant categories of data source and components of natural systems within the Range Statements that are applicable to the location/area analysed</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ prepare an accurate inventory of natural systems within a specific location/area</li> <li>○ assess threats and opportunities for conservation of natural systems within a specific location/area</li> <li>○ develop and implement suitable strategies to enable the conservation and re-establishment of natural systems within a specific location/area</li> <li>○ monitor the effectiveness of the strategies and modify if required</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXRES009B Achieve sustainable land management</li> <li>○ SRXRES012B Develop a comprehensive and integrated environmental management strategy</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Conservation principles</li> <li>○ Research and analysis techniques</li> <li>○ Re-establishment of environments</li> <li>○ Community needs, expectations and attitudes</li> <li>○ Organisation's policies, goals and objectives</li> <li>○ Natural systems and interrelationships between components</li> <li>○ Political and economic trends</li> <li>○ Government laws and by-laws with respect to tenure</li> <li>○ Project management</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Research and analysis</li> <li>○ Monitoring and evaluation</li> <li>○ Collation of material from a range of sources</li> <li>○ Strategic planning</li> <li>○ Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</li> <li>○ Budgeting</li> </ul> </li> </ul>   |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to</li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>○ a natural system for research, monitoring and evaluation</li> <li>○ associated resources and information relevant to the natural system</li> <li>● Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Due to issues such as variations in natural processes over time, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the conservation and re-establishment of natural systems</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● This unit of competency must be assessed in the context of a specified natural environment. The environment should be safe with the hazards and circumstances likely to be encountered in a real workplace</li> <li>● Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>● Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 2                               | 2                          | 2                           | 2                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting, analysing and organising natural system data in all phases of research design, that is, planning, implementing and reviewing</li> <li>• <b>Communicating ideas and information</b> - Liaising and communicating information and strategies to re-establish a natural system with stakeholders</li> <li>• <b>Planning and organising activities</b> - Planning and organising research and evaluating the research to plan and organise strategies for re-establishing a natural system</li> <li>• <b>Working with teams and others</b> - Collaborating with a range of stakeholders</li> <li>• <b>Using mathematical ideas and techniques</b> - Using relevant data gathering and statistical analysis techniques</li> <li>• <b>Solving problems</b> - Assessing potential threats and opportunities in order to optimise management and protection of natural system</li> <li>• <b>Using technology</b> - Using relevant technology to assess natural processes</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                     |
|------------|-------------------------------------|
| SRXRES009B | ACHIEVE SUSTAINABLE LAND MANAGEMENT |
| RES        | Resource management                 |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to undertake research of current land condition, capability, uses and practices in order to develop and implement strategies to achieve sustainable land management.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Identify current land condition, uses and practices</b> | 1.1 Collate and review existing data to identify current land used, condition and practices<br>1.2 Assess the need for additional information (as required)   |
| <b>2 Undertake a land capability study</b>                   | 2.1 Determine information needs required to assess land capability<br>2.2 Establish suitable methods to collate information on land capability<br>2.3 Collect <b>information sources</b> on land capability from primary and secondary sources using objective and industry accepted techniques<br>2.4 Analyse, collate and tabulate data to identify major characteristics of land capability<br>2.5 Identify <b>threats</b> and <b>opportunities</b> affecting land capability and <b>sustainability</b> , in accordance with legislative and authority expectations so that all factors are fully assessed<br>2.6 Prioritise <b>threats</b> and <b>opportunities</b> based on type, level, land tenure and community expectations<br>2.7 Prepare a clearly written report on land capability with clearly documented conclusions supported by available evidence |
| <b>3 Develop optional land management strategies</b>         | 3.1 Assess information on land capability, condition and use, to identify evidence of inappropriate practices<br>3.2 Establish preferred <b>land use</b> options<br>3.3 Identify and classify areas of degradation requiring urgent attention<br>3.4 Establish appropriate <b>land uses</b> , based on an assessment of land capability, planning zone modifications and existing conditions<br>3.5 Prepare action plans to implement strategies, setting priorities, timelines and relevant responsibilities<br>3.6 Prepare draft strategy documentation, clearly presenting all data and recommendation<br>3.7 Release draft strategy for public comment providing adequate time for considered input<br>3.8 Prepare final plan and action plan, incorporating public input to assist in achieving strategy objectives  |

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| <p><b>4 Implement strategies to achieve sustainable management</b></p>             | <p>4.1 Develop educational packages to inform land owners of preferred strategies for <i>land use</i></p> <p>4.2 Establish and implement formalised <i>land use</i> incentive programs</p> <p>4.3 Prepare an appropriate Code of Practice for <i>organisation</i> staff</p> <p>4.4 Establish cooperative and consultative arrangements with other land management authorities, land owners and adjacent organisations</p> <p>4.5 Implement action plans based on endorsed strategies in accordance with agreed timelines and budget</p> |
| <p><b>5 Monitor and review the effectiveness of land management strategies</b></p> | <p>5.1 Collect and analyse regular data to provide accurate measures on performance</p> <p>5.2 Make comparisons with strategy objectives to assess effectiveness</p> <p>5.3 Make changes to implemented strategy as required to ensure outcomes are achieved</p> <p>5.4 Use information obtained during monitoring and review to develop new strategies which are based on accumulated knowledge and experience</p>   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT     | CATEGORIES   |
|---------------------|--|
| Information sources | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• source relevant information (primary and secondary sources), including               <ul style="list-style-type: none"> <li>○ university</li> <li>○ consultants reports</li> <li>○ Conservation and Natural Resources</li> <li>○ Land Conservation Council</li> <li>○ Port Authority</li> <li>○ State and Federal bodies</li> <li>○ State Environmental Protection Authority</li> <li>○ interest groups</li> <li>○ referral bodies</li> <li>○ Municipal Planning Scheme</li> <li>○ environmentalists</li> </ul> </li> </ul> |
| Land management     | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• identify relevant stakeholders, including               <ul style="list-style-type: none"> <li>○ land managers</li> <li>○ landowners</li> <li>○ custodians</li> </ul> </li> <li>• management plan</li> </ul>  |
| Land use            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• types of land use, including               <ul style="list-style-type: none"> <li>○ economic</li> <li>○ recreation</li> <li>○ cultural</li> </ul> </li> <li>• assessment               <ul style="list-style-type: none"> <li>○ strategies</li> </ul> </li> <li>• issues, including               <ul style="list-style-type: none"> <li>○ impact</li> <li>○ social</li> <li>○ economic</li> </ul> </li> <li>• capability</li> </ul>  |
| Opportunities       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• potential opportunities, including               <ul style="list-style-type: none"> <li>○ political forces</li> <li>○ economic forces</li> <li>○ community attitude</li> <li>○ interest groups</li> </ul> </li> </ul>   |

|                       |   |
|-----------------------|---|
| <b>Organisation</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• varies with respect to             <ul style="list-style-type: none"> <li>○ size of organisation</li> <li>○ location</li> <li>○ organisational structure</li> <li>○ nature of service provided</li> <li>○ availability of resources</li> </ul> </li> </ul>   |
| <b>Sustainability</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• elements relevant to sustainable natural resource management and planning, including             <ul style="list-style-type: none"> <li>○ development</li> <li>○ waste minimisation</li> <li>○ water</li> <li>○ power</li> <li>○ forest</li> <li>○ time frame</li> <li>○ community contribution</li> <li>○ community return</li> <li>○ mineral</li> <li>○ timber</li> <li>○ economic/controlling body viability</li> <li>○ flora</li> <li>○ fauna</li> </ul> </li> </ul> |
| <b>Threats</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• potential threats, including             <ul style="list-style-type: none"> <li>○ political forces</li> <li>○ economic forces</li> <li>○ community attitude</li> <li>○ interest groups</li> </ul> </li> </ul>  |



## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the processes required to plan and implement strategies to achieve sustainable land management of a specific site/location or land area</li> <li>• Assessment of performance should be over a period of time covering all categories affecting the sustainability of a specific site/location or land area</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ use appropriate methodology to identify current land condition, uses and practices and undertake a capability study</li> <li>○ develop land management strategies consistent with community expectations, legislative requirements and budget constraints</li> <li>○ develop educational packages to inform land owners/managers of preferred strategies for land use</li> <li>○ establish mechanisms to monitor and review effectiveness of land management strategies</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXRES005B Achieve an efficient use of resources</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXRES010B Protect heritage and cultural assets</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Agriculture/forestry practices</li> <li>○ Land capabilities</li> <li>○ Land management practices</li> <li>○ Organisation structure and services</li> <li>○ Municipal planning</li> <li>○ Legislation and statutory requirements, eg, tenure</li> <li>○ Natural processes and ecological principles</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Research and analysis</li> <li>○ Strategic planning</li> <li>○ Budgeting</li> <li>○ Monitoring and Evaluation</li> <li>○ Collation and presentation of material from a range of sources</li> <li>○ Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</li> </ul> </li> </ul>  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ a specific area of land to assess its sustainability and develop management strategies</li> <li>○ associated resources and information on the area of land</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team)</li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>must</p> <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variations in land use, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to achieving sustainable land management for a particular location/area</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of achieving sustainable land use for a sport or recreation resource. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 2                               | 1                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Critically researching and collecting information on land use and the capability of an area from a range of sources</li> <li>• <b>Communicating ideas and information</b> - Liaising and communicating with a range of stakeholders and colleagues to collect information about an area/location as well as providing information about proposed land management strategies</li> <li>• <b>Planning and organising activities</b> - Planning and organising research activities and educational packages</li> <li>• <b>Working with teams and others</b> - Collaboratively working with colleagues and stakeholders</li> <li>• <b>Using mathematical ideas and techniques</b> - Collating and analysing statistical data</li> <li>• <b>Solving problems</b> - Preventing potential conflict in the development phase of a management plan that meets the needs of stakeholders</li> <li>• <b>Using technology</b> - Using relevant computer software to access and research information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                      |
|------------|--------------------------------------|
| SRXRES010B | PROTECT HERITAGE AND CULTURAL ASSETS |
| RES        | Resource management                  |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to identify heritage and cultural assets, assess their significance and threats which impact upon them, in order to develop and implement strategies for their protection.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Prepare inventory of heritage and cultural assets</b>   | 1.1 Identify <i>heritage</i> and <i>cultural assets</i> within community and organisation expectations and requirements<br>1.2 Assess the <i>significance</i> of each <i>heritage</i> and <i>cultural asset</i> according to established <i>criteria</i> and community expectations<br>1.3 Obtain an adequate information base on <i>significant places</i> through comprehensive field investigation and research<br>1.4 Collect <i>data</i> on <i>heritage</i> and <i>cultural assets</i> accurately and objectively<br>1.5 Prepare a comprehensive inventory of <i>heritage</i> and <i>cultural assets</i> with full and detailed description of history and <i>significance</i>  |
| <b>2 Assess threats and opportunities for the protection of heritage and cultural assets</b>           | 2.1 Identify <i>threats</i> and <i>opportunities</i> to ensure all factors are fully assessed<br>2.2 Establish <i>criteria</i> to enable <i>threats</i> and <i>opportunities</i> to be prioritised based on input from organisation and the community  |
| <b>3 Identify priorities and develop strategies for the protection of heritage and cultural assets</b> | 3.1 Establish <i>criteria</i> to identify priorities<br>3.2 Undertake consultation with the community and property owners to seek views on the conservation action required to protect the significant attributes of the area<br>3.3 Establish a framework for the legal protection of <i>heritage</i> and <i>cultural assets</i> through existing legislation<br>3.4 Determine practical and appropriate strategies to conserve <i>heritage</i> and <i>cultural assets</i><br>3.5 Assess the effectiveness of strategies through a comparison with methods used elsewhere<br>3.6 Determine the policy elements of the proposed <i>heritage</i> program<br>3.7 Develop innovative approaches to protect <i>heritage</i> and <i>cultural assets</i> in response to the local community need                                       |
| <b>4 Implement strategies for the protection of heritage and cultural assets</b>                       | 4.1 Document strategies to encourage the local authority to adopt the study and program<br>4.2 Undertake consultation with the community and property owners about the study and proposed <i>heritage</i> program<br>4.3 Identify and procure financial resources within budget cycles to support the achievement of required outcomes<br>4.4 Identify, train and assign tasks to personnel so that requirements for skills and knowledge are met<br>4.5 Identify and procure physical facilities and equipment within budget cycles to support the achievement of required outcomes<br>4.6 Prepare and distribute community education and information materials to ensure ongoing support for the strategy<br>4.7 Implement the strategy within organisation policy and procedures and relevant <i>legislative requirements</i> |

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|   | 4.8 Establish priorities and a timetable for implementation  |
| <b>5 Monitor and review the effectiveness of strategies to protect heritage and cultural assets</b> | <p>5.1 Undertake further research on places listed as being of local <i>significance</i> in the study</p> <p>5.2 Identify and review additional plans of <i>significance</i></p> <p>5.3 Prepare an annual <i>heritage</i> report</p> <p>5.4 Develop new strategies which are based on accumulated knowledge and experience using information received from monitoring and review</p> |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT        | CATEGORIES   |
|------------------------|--|
| <b>Criteria</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• criteria, including               <ul style="list-style-type: none"> <li>○ community preferences</li> <li>○ budget constraints</li> <li>○ legislative provisions</li> <li>○ resources</li> <li>○ time frames</li> <li>○ age</li> <li>○ outstanding craftsmanship</li> <li>○ architectural style</li> <li>○ construction technology</li> <li>○ association with important events or figures</li> <li>○ building type</li> <li>○ rarity</li> <li>○ technical or creative achievement</li> <li>○ represents a way of life</li> <li>○ artistic, religious or cultural associations</li> </ul> </li> </ul> |
| <b>Cultural assets</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• identify types, including               <ul style="list-style-type: none"> <li>○ natural</li> <li>○ built</li> <li>○ artefacts</li> </ul> </li> </ul>   |
| <b>Data</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• sources, including               <ul style="list-style-type: none"> <li>○ survey information</li> <li>○ historical research</li> <li>○ existing reports/studies/texts</li> </ul> </li> </ul>  |
| <b>Heritage</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• identify types, including               <ul style="list-style-type: none"> <li>○ natural</li> <li>○ built</li> <li>○ historical</li> </ul> </li> </ul>  |

|                                 |   |
|---------------------------------|---|
| <b>Legislative requirements</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• State/Territory statutory requirements</li> <li>• local laws, by - laws, ordinances and policy</li> </ul>  |
| <b>Opportunities</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• potential opportunities, including <ul style="list-style-type: none"> <li>○ political forces</li> <li>○ community attitude</li> </ul> </li> </ul>  |
| <b>Significance</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• criteria, including <ul style="list-style-type: none"> <li>○ aesthetic</li> <li>○ historical</li> <li>○ scientific and social aspects</li> <li>○ community expectation</li> </ul> </li> <li>• significance categorised in a hierarchy <ul style="list-style-type: none"> <li>○ National</li> <li>○ State</li> <li>○ Regional</li> <li>○ High local</li> <li>○ Local</li> <li>○ Contributory</li> </ul> </li> </ul> |
| <b>Significant places</b>       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ buildings</li> <li>○ structures</li> <li>○ plantings</li> <li>○ sub-surface remains</li> <li>○ land use patterns</li> </ul> </li> </ul>   |
| <b>Threats</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• potential threats, including <ul style="list-style-type: none"> <li>○ political forces</li> <li>○ maintenance reductions</li> <li>○ lack of planning</li> <li>○ community attitude</li> </ul> </li> </ul>  |

## Evidence Guide

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

|   |   |
|---|---|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of heritage and cultural assets within an organisation's area of responsibility and mechanisms to protect the assets</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable to heritage and cultural assets in the learner's environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ identify all relevant heritage and cultural assets within an organisation's area of responsibility in accordance with established criteria and community expectations</li> <li>○ accurately assess threats to heritage and cultural assets</li> <li>○ assess opportunities for the protection of heritage and cultural assets</li> <li>○ identify priorities for the protection of heritage and cultural assets</li> <li>○ develop strategies to protect heritage and cultural assets</li> <li>○ review effectiveness of strategies</li> </ul> </li> </ul> |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ other units from the Resource Management field of the National Sport and Recreation Industry Competency Standards</li> </ul> </li> </ul>  |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Heritage assets</li> <li>○ Cultural assets</li> <li>○ Asset classification</li> <li>○ Organisation structures and services</li> <li>○ Town planning</li> <li>○ Community needs and expectations</li> <li>○ Regulations/standards/policies</li> <li>○ Organisation goals and objectives</li> <li>○ Project management</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Research and analysis</li> <li>○ Strategic planning</li> <li>○ Budgeting</li> <li>○ Monitoring and Evaluation</li> <li>○ Collation and presentation of material from a range of sources</li> <li>○ Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</li> <li>○ Prioritising time, resources and issues</li> </ul> </li> </ul>  |



|                                   |  |
|-----------------------------------|--|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ heritage and cultural assets</li> <li>○ associated resources and information on heritage and cultural assets</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the protection of heritage and cultural assets in the learner's work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of developing protection strategies for real heritage and cultural assets, by a sport or recreation organisation. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 2                               | 2                          | 2                           | -                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and analysing a range of information (social, economic, historical) about heritage and cultural assets and prioritising areas</li> <li>• <b>Communicating ideas and information</b> - Liaising and communicating with a range of stakeholders and others in collating information and presenting priorities for protection of assets</li> <li>• <b>Planning and organising activities</b> - Planning and organising research activities and strategies for protection of assets</li> <li>• <b>Working with teams and others</b> - Collaborating with others within and external to the organisation</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Identifying potential barriers to developing strategies to protect assets by having contingency plans in place</li> <li>• <b>Using technology</b> - Using relevant computer software for research and development</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| SRXRES011B | APPLY ENVIRONMENTAL PRINCIPLES IN THE DESIGN AND MAINTENANCE OF THE BUILT ENVIRONMENT |
| RES        | Resource management   |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to apply environmental principles to the design and maintenance of resources to maintain their aesthetic value.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Determine the existing <i>aesthetic</i> value of the built environment</b>                                      | 1.1 Define <i>aesthetic</i> value in relation to a specified built environment, with regard to historical, architectural and environmental contexts<br>1.2 Identify design themes and zones within specific areas<br>1.3 Prepare an inventory of <i>aesthetic</i> elements within the built environment<br>1.4 Determine a single character theme for specific areas and use as a guide for the development of other themes or elements   |
| <b>2 Establish community expectations for civic <i>aesthetic</i> value and amenity</b>                               | 2.1 Undertake <i>consultation</i> to establish clear and agreed expectations of community <i>aesthetic</i> value of the built environment<br>2.2 Determine expectations regarding each element of the built environment<br>2.3 Demonstrate consideration of community expectations on elements of the built environment with the overall theme for the specific area<br>2.4 Determine community views on where and how environment principles can be applied to improve the built environment |
| <b>3 Review existing civic <i>aesthetic</i> value and amenity against community expectations</b>                     | 3.1 Determine the variation between community expectations and the current status of the built environment<br>3.2 Establish the possibilities and options for improvement in the built environment<br>3.3 Demonstrate consideration of the existing directions determined by organisation policy against community expectations   |
| <b>4 Prioritise and develop <i>strategies</i> to improve civic aesthetics and amenity</b>                            | 4.1 Develop <i>strategies</i> from professional and community advice, taking into account the requirements of all <i>stakeholders</i><br>4.2 Assess the feasibility of applying <i>strategies</i> to the various locations<br>4.3 Establish criteria to determine the effectiveness of <i>strategies</i><br>4.4 Demonstrate use of assessment criteria to evaluate available <i>strategies</i> in order to identify priorities  |
| <b>5 Implement <i>strategies</i> for the improvement of the built environment by applying environment principles</b> | 5.1 Communicate the needs for developing an improved built environment to community, professionals and the organisation<br>5.2 Determine and implement options for the allocation of responsibilities among organisation departments<br>5.3 Record the on going costs to relevant parties of improving the built environment  |

|   |   |
|---|---|
| <b>6 Monitor and review <i>strategies</i> for the improvement of civic <i>aesthetic</i> value and amenity</b> | <ul style="list-style-type: none"><li>6.1 Collect and assess information to identify if strategies add, reinforce or improve the aesthetics of a built environment</li><li>6.2 Determine the level of acceptance of the environmental <i>strategies</i> within the community</li><li>6.3 Assess the extent of congruence between the strategies and the policy direction of the organisation</li><li>6.4 Use cost data to assess the cost of applying environment principles against known benefits to quantify the type of benefits being achieved</li></ul> |
|---|---|

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT     | CATEGORIES   |
|---------------------|--|
| <b>Aesthetic</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• elements, including               <ul style="list-style-type: none"> <li>○ visual</li> <li>○ sensual</li> <li>○ aural</li> <li>○ tactile</li> </ul> </li> <li>• value, including               <ul style="list-style-type: none"> <li>○ architectural</li> <li>○ historical</li> <li>○ environmental</li> </ul> </li> </ul>   |
| <b>Consultation</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• personal contact</li> <li>• surveys</li> <li>• community group submissions</li> <li>• professional advice</li> </ul>  |
| <b>Stakeholders</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• identify stakeholders, including               <ul style="list-style-type: none"> <li>○ residents</li> <li>○ visitors</li> <li>○ wildlife</li> <li>○ authorities</li> <li>○ travellers</li> <li>○ organisations</li> </ul> </li> </ul>  |
| <b>Strategies</b>   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include               <ul style="list-style-type: none"> <li>○ control for environment development assigned to local authority departments</li> <li>○ establishing the role of an environmental manager</li> <li>○ facilitating developments within the broader urban, rural and coastal areas (planning)</li> <li>○ engineering improvements</li> <li>○ landscaping</li> <li>○ energy efficient recreation facilities</li> <li>○ maintenance of parks and gardens</li> </ul> </li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of environmental planning principles in relation to the built environment of an organisation in the sport or recreation industry</li> <li>• Assessment of performance should be over a period of time covering all categories relevant to the relationship between environmental principles, and the design and maintenance of built environments</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ assess the aesthetic value of a built environment</li> <li>○ consult with stakeholders to determine their expectations</li> <li>○ develop and implement strategies for the improvement of the built environment by applying environmental principles</li> <li>○ establish methods to monitor and review strategies</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXFAC009B Plan, develop and commission facility development</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Building architecture</li> <li>○ Forward planning</li> <li>○ Service/utilities infrastructure</li> <li>○ Town planning</li> <li>○ Legislation and statutory requirements</li> <li>○ Community needs and expectations</li> <li>○ Landscaping</li> <li>○ Energy efficiency</li> <li>○ Organisation structures and services</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Strategic planning</li> <li>○ Research and analysis</li> <li>○ Monitoring and evaluation</li> <li>○ Collation and presentation of material from a range of sources</li> <li>○ Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</li> </ul> </li> </ul>                                    |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to             <ul style="list-style-type: none"> <li>○ a built environment within an organisation's area of responsibility</li> <li>○ associated resources and information on the facility and organisation</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at</li> </ul> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>the level above</p> <ul style="list-style-type: none"> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variations in environmental contexts, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to applying environmental principles to the design and maintenance of a built environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of designing and maintaining a built environment as a sport or outdoor recreation resource. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting, analysing and prioritising information on a particular built environment from a range of sources</li> <li>• <b>Communicating ideas and information</b> - Liaising and consulting with a diversity of stakeholders including community groups, government bodies and statutory authorities</li> <li>• <b>Planning and organising activities</b> - Developing and implementing strategies to improve the built environment</li> <li>• <b>Working with teams and others</b> - Collaborating with a range of stakeholders</li> <li>• <b>Using mathematical ideas and techniques</b> - Collating results from community surveys</li> <li>• <b>Solving problems</b> - Identifying community expectations that may be incongruent with the current built environment and finding solutions</li> <li>• <b>Using technology</b> - Using appropriate computer software for research and development of ideas and information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |  |
|------------|--|
| SRXRES012B | DEVELOP A COMPREHENSIVE AND INTEGRATED ENVIRONMENTAL MANAGEMENT STRATEGY |
| RES        | Resource management  |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to undertake research, identify resources and prioritise issues to prepare an environmental management strategy.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Define scope of environmental management strategy</b>                  | 1.1 Identify (clearly) the needs and expectations for development of an <b>environmental management strategy</b><br>1.2 Identify the <b>constraints</b> under which the environment strategy can be developed to enable a clear and concise direction to be established<br>1.3 Prepare a clear and concise statement of objectives to ensure the needs of the strategy can be met   |
| <b>2 Determine environmental strategy development process</b>               | 2.1 Identify <b>process models</b> applicable to the scope of the environmental management strategy<br>2.2 Assess and select a process model that will achieve the objectives determined in the scope<br>2.3 Identify principal <b>stakeholders</b> to maximise stakeholder participation in the development process<br>2.4 Consult <b>stakeholders</b> to obtain acceptance of the strategy development process  |
| <b>3 Identify resources to undertake environmental strategy development</b> | 3.1 Identify (in an accurate and comprehensive manner) <b>resource</b> requirements of the model/process adopted<br>3.2 Prepare accurate detailed financial budgets within the scope of the strategy development<br>3.3 Identify human <b>resource</b> requirements for strategy developments, so that skill requirements can be specified<br>3.4 Identify facility and equipment needs for strategy developments to ensure all requirements can be met on time   |
| <b>4 Identify environmental assets, problems and opportunities</b>          | 4.1 Identify and collate existing <b>data</b> in a comprehensive manner relevant to the scope and models accepted<br>4.2 Evaluate existing <b>data</b> against the scope and model to identify needs for further <b>data</b> collection<br>4.3 Obtain additional <b>data</b> to ensure a comprehensive database is available for effective analysis<br>4.4 Assess available <b>data</b> against scientifically established criteria and community expectations within relevant policy and legislative framework |
| <b>5 Determine and prioritise environmental issues</b>                      | 5.1 Group common problems and opportunities to formulate environmental issues that can be actioned by stakeholders<br>5.2 Establish <b>criteria</b> to enable environmental issues to be prioritised  |

|  |   |
|--|---|
| <b>6 Prepare environmental management strategy</b>                                 | 6.1 Determine practical actions that enable a resolution of environmental issues within strategy objectives<br>6.2 Prepare clear and concise draft documentation for the strategy, to obtain feedback from <b>stakeholders</b><br>6.3 Evaluate feedback and form a response that assesses impact on a resolution of environmental issues<br>6.4 Obtain local authority endorsement for the <b>environmental management strategy</b>   |
| <b>7 Prepare an environmental management strategy implementation plan</b>          | 7.1 Prioritise actions to provide the most effective resolution of issues within available <b>resources</b><br>7.2 Allocate <b>resources</b> to match action priorities<br>7.3 Monitor processes to ensure the strategy is achieving objectives and modified as required<br>7.4 Identify responsible parties who have the capacity to carry out strategy actions<br>7.5 Establish achievable timelines, schedules and targets which enable strategy objectives to be met within required timeframes |
| <b>8 Monitor and review effectiveness of the environmental management strategy</b> | 8.1 Collect and analyse regular <b>data</b> to provide accurate measures of performance<br>8.2 Make comparisons with strategy objectives to assess effectiveness<br>8.3 Make changes to strategy as required in a timely manner to ensure outcomes are achieved<br>8.4 Use information obtained during monitoring and review to develop new strategies (based on accumulated knowledge and experience)  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                          | CATEGORIES   |
|--|--|
| <b>Constraints</b>                       | [all categories] <ul style="list-style-type: none"> <li>• identify possible constraints, including <ul style="list-style-type: none"> <li>○ budgets</li> <li>○ resources</li> <li>○ time</li> <li>○ knowledge</li> </ul> </li> </ul>   |
| <b>Criteria</b>                          | [all categories] <ul style="list-style-type: none"> <li>• may include <ul style="list-style-type: none"> <li>○ community preferences</li> <li>○ budget constraints</li> <li>○ legislative provisions</li> <li>○ environmental impact/benefit</li> <li>○ resources</li> <li>○ timeframes</li> </ul> </li> </ul> |
| <b>Data</b>                              | [all categories] <ul style="list-style-type: none"> <li>• sources, including <ul style="list-style-type: none"> <li>○ surveys</li> <li>○ questionnaires</li> <li>○ references</li> <li>○ stakeholder input</li> <li>○ existing reports/programs</li> </ul> </li> </ul>   |
| <b>Environmental management strategy</b> | [all categories] <ul style="list-style-type: none"> <li>• elements of the strategy, including <ul style="list-style-type: none"> <li>○ objectives</li> <li>○ outcomes</li> <li>○ needs</li> <li>○ expectations</li> </ul> </li> </ul>  |
| <b>Process models</b>                    | [all categories] <ul style="list-style-type: none"> <li>• characteristics, including <ul style="list-style-type: none"> <li>○ consultative</li> <li>○ unilateral</li> <li>○ undertaken by external consultants</li> <li>○ regional</li> </ul> </li> </ul>  |
| <b>Resources</b>                         | [all categories]   |

|                     |   |
|---------------------|---|
|                     | <ul style="list-style-type: none"><li>• human resources, including<ul style="list-style-type: none"><li>○ internal staff</li><li>○ project officers</li><li>○ consultants</li><li>○ government agencies</li><li>○ community experts</li><li>○ volunteers</li></ul></li><li>• physical resources, including<ul style="list-style-type: none"><li>○ facilities</li><li>○ equipment</li></ul></li></ul>  |
| <b>Stakeholders</b> | [all categories] <ul style="list-style-type: none"><li>• identify stakeholders relevant to industry sector (outdoor recreation, community recreation, sport or fitness), including<ul style="list-style-type: none"><li>○ organisation</li><li>○ funding bodies</li><li>○ community</li><li>○ government</li><li>○ local authorities</li><li>○ land management agencies</li><li>○ interest groups</li><li>○ statutory authorities</li><li>○ industry</li><li>○ business</li></ul></li></ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the components of an integrated environmental management strategy and processes to develop the strategy appropriate to the learner's work environment</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable to developing an environmental management strategy in the learner's environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>○ define the scope of the strategy</li> <li>○ determine the development process</li> <li>○ accurately identify the resources required to develop the strategy</li> <li>○ identify environmental assets, problems and opportunities</li> <li>○ prioritise environmental issues</li> <li>○ prepare an environmental management strategy and an associated implementation plan</li> <li>○ establish processes to monitor the effectiveness of the strategy</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ other units from the Resource Management field within the National Sport and Recreation Industry Competency Standards</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Environmental issues relevant to the work environment and location/area</li> <li>○ Environmental planning/management processes and plans</li> <li>○ Community needs and expectations</li> <li>○ Organisation structures and services</li> <li>○ Resource availability relevant to the work environment and location/area</li> <li>○ Sources of information</li> <li>○ Government and statutory requirements</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Critical research and analysis</li> <li>○ Strategic planning</li> <li>○ Budgeting</li> <li>○ Monitoring and Evaluation</li> <li>○ Collation and presentation of material from a range of sources</li> <li>○ Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</li> </ul> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a real work environment</li> <li>○ associated resources and information on the organisation and/or location/area</li> </ul> </li> <li>• Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the development of an environmental management strategy</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of developing a management strategy for a real environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 2                           | 2                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting and analysing information to scope, develop and prioritise an environmental management strategy</li> <li>• <b>Communicating ideas and information</b> - Liaising and communicating with persons to access additional information about a specific organisation and/or location</li> <li>• <b>Planning and organising activities</b> - Selecting an appropriate process model and acquiring appropriate resources to organise the implementation of an environmental management plan</li> <li>• <b>Working with teams and others</b> - Planning and communicating with colleagues/others</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating resource requirements</li> <li>• <b>Solving problems</b> - Monitoring of implementation plan enabling problems to be identified and addressed</li> <li>• <b>Using technology</b> - Using relevant computer software for research and implementation of plan</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |





**RETAIL**



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|         |                          |
|---------|--------------------------|
| WRRCA1B | OPERATE RETAIL EQUIPMENT |
| RET     | Retail                   |

**DESCRIPTION: This unit involves the skills, knowledge and attributes to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.**

| ELEMENT                               | PERFORMANCE CRITERIA   |
|---------------------------------------|--|
| <b>1 Maintain retail equipment</b>    | 1.1 Purpose of equipment used in store/department identified accurately<br>1.2 Equipment operated according to design specifications<br>1.3 Equipment faults identified and reported to <b>appropriate personnel</b><br>1.4 Maintenance program for <b>retail equipment</b> identified and applied according to store policy |
| <b>2 Apply keyboard skills</b>        | 2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements<br>2.2 Information entered and edited accurately   |
| <b>3 Operate data entry equipment</b> | 3.1 Data entered using relevant equipment according to <b>store policy and procedures</b><br>3.2 Price marking equipment operated according to manufacturer's instructions and store policy<br>3.3 Data entered accurately and within designated time limits   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                      | CATEGORIES  |
|--------------------------------------|---|
| <b>Store policies and procedures</b> | in regard to <ul style="list-style-type: none"> <li>• store administration</li> <li>• clerical systems</li> </ul>   |
| <b>Retail equipment</b>              | may include <ul style="list-style-type: none"> <li>• point of sales terminals</li> <li>• electronic bar coding equipment for price labelling and stocktaking</li> <li>• portable data entry</li> <li>• printers</li> <li>• electronic ordering equipment</li> <li>• wrapping and packing equipment such as shrink wrapping</li> <li>• equipment for storage of merchandise including refrigerators</li> <li>• weighing machines</li> <li>• thermometers</li> <li>• dry tag removers</li> <li>• trolley return equipment</li> <li>• computers</li> <li>• scanners</li> <li>• numerical keyboard equipment including calculators</li> </ul> |
| <b>Appropriate personnel</b>         | may include <ul style="list-style-type: none"> <li>• supervisor</li> <li>• team leader</li> <li>• manager</li> </ul>  |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to operate a variety of retail equipment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ operate a range of store retail equipment according to store policy and procedures and industry codes of practice</li> <li>○ operate and maintain a range of store retail equipment according to manufacturers' instructions and design specifications</li> <li>○ apply store maintenance program and reporting of faults/problems</li> <li>○ consistently apply safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/codes of practice</li> <li>○ read and interpret operation manuals to solve routine faults/errors and maintains and uses the equipment effectively</li> <li>○ use keyboard skills to enter and edit data accurately</li> <li>○ complete tasks in set time frame</li> </ul> </li> </ul>                                     |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in relation to                 <ul style="list-style-type: none"> <li>▪ the operation of store retail equipment</li> <li>▪ maintenance of store retail equipment</li> <li>▪ reporting problems and faults</li> </ul> </li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant occupational health and safety regulations</li> <li>○ Relevant industry codes of practice</li> <li>○ Purpose and impact of using electronic technology</li> <li>○ Operation and maintenance of store retail equipment</li> <li>○ Licensing requirements for carrying/moving merchandise (if applicable)</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Completing tasks in set time frame</li> <li>○ Dealing with different types of transactions</li> <li>○ Following common fault finding procedures</li> <li>○ Operation and use of store retail equipment</li> <li>○ Literacy and numeracy skills in regard to                 <ul style="list-style-type: none"> <li>▪ reading store procedures</li> <li>▪ operating equipment</li> </ul> </li> </ul> </li> </ul> |



|                                   |  |
|-----------------------------------|--|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a real or simulated work environment</li> <li>○ relevant documentation, such as store policy and procedures manuals; manufacturer's instructions/operation manuals</li> <li>○ a range of store retail equipment</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit, evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include observation of the person in the workplace, a simulated role play, third party reports from a supervisor, customer feedback and answers to questions about specific skills and knowledge</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>•</li> <li>• <b>Collecting, analysing and organising information</b> - Maintaining retail equipment according to store policy will require information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Reporting equipment faults to appropriate personnel will require the communication of ideas and information</li> <li>• <b>Planning and organising activities</b> - Entering and editing information will require activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work will be applied when reporting to other staff members</li> <li>• <b>Using mathematical ideas and techniques</b> - Entering data will require the use of mathematical ideas and techniques</li> <li>• <b>Solving problems</b> - Maintaining equipment and identifying faults will require problem solving skills</li> <li>• <b>Using technology</b> - The use of technology will be applied when operating retail equipment</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|         |   |
|---------|---|
| WRRCS2B | APPLY POINT OF SALE HANDLING PROCEDURES |
| RET     | Retail                                  |

**DESCRIPTION: This unit encompasses the skills, knowledge and attitudes at the point of sale area in any retail store. It includes operating the point of sale equipment, applying store policies and procedures to a range of transactions, dealing with the customer and packing or wrapping the item for transportation.**

| ELEMENT                                     | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Operate point of sale equipment</b>    | 1.1 <b>Point of sale equipment</b> operated according to design specifications<br>1.2 Point of sale terminal opened and closed according to <b>store procedure</b><br>1.3 Point of sale terminal cleared and tender transferred according to <b>store procedure</b><br>1.4 Cash handled according to store security procedure<br>1.5 Supplies of change in point of sale terminal maintained according to <b>store policy</b><br>1.6 Active point of sale terminals attended according to <b>store policy</b><br>1.7 Records completed for transaction errors according to <b>store policy</b><br>1.8 Adequate supplies of dockets, vouchers and point of sale documents maintained<br>1.9 <b>Customers</b> informed of delays in the point of sales operation |
| <b>2 Perform point of sale transactions</b> | 2.1 <b>Point of sale transactions</b> completed according to <b>store policy</b><br>2.2 <b>Store procedures</b> identified and applied in respect of <b>cash and non cash transactions</b><br>2.3 <b>Store procedures</b> identified and applied in regard to exchanges and returns<br>2.4 Goods moved through point of sale area efficiently and with attention to fragility and packaging<br>2.5 Information entered into <b>point of sale equipment</b> accurately<br>2.6 Price/total/amount of cash received stated verbally to <b>customer</b><br>2.7 Correct change tendered   |
| <b>3 Complete sales</b>                     | 3.1 Customer order forms, invoices, receipts completed accurately<br>3.2 Customer delivery requirements identified and processed accurately, without undue delay<br>3.3 Sales transactions processed without undue delay and <b>customers</b> directed to point of sale terminals according to <b>store policy</b>   |
| <b>4 Wrap and pack goods</b>                | 4.1 Adequate supplies of wrapping material or bags maintained/requested<br>4.2 Appropriate packaging material selected<br>4.3 Products wrapped neatly and effectively where required<br>4.4 Items packed safely to avoid damage in transit and labels are attached where required<br>4.5 Transfer of products for parcel pick-up or other delivery methods are arranged if required  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>                | <b>CATEGORIES</b>   |
|---------------------------------------|---|
| <b>Store policies and procedures</b>  | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• operation of point of sale equipment</li> <li>• security</li> <li>• sales transactions</li> <li>• handling techniques of stock</li> </ul>  |
| <b>Point of sale equipment</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• cash registers</li> <li>• cash drawers</li> <li>• scanners</li> </ul>   |
| <b>Customer interactions</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• greetings</li> <li>• price confirmation</li> <li>• delivery inquiries</li> <li>• reward point inquiries</li> <li>• regular and new customers</li> <li>• routine or special requirements</li> </ul>  |
| <b>Transactions</b>                   | <p>may include</p> <ul style="list-style-type: none"> <li>• Electronic Funds Transfer Point Of Sale</li> <li>• cheques</li> <li>• Travellers cheques</li> <li>• credit cards/store cards</li> <li>• smart cards</li> <li>• lay-by</li> <li>• returns</li> <li>• exchanges</li> <li>• gift vouchers</li> </ul> |
| <b>Packing and wrapping materials</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• boxes</li> <li>• bags</li> <li>• paper</li> <li>• bubble wrap</li> <li>• gift wrapping</li> </ul>   |
| <b>Staff</b>                          | <p>may include</p>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• full-time</li> <li>• casual</li> <li>• part-time</li> </ul>  |
| <p><b>The sport and recreation industry</b></p> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge at the point of sale area in any retail store</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ consistently operate point of sale equipment according to manufacturer's instructions and store policies and procedures</li> <li>○ consistently apply store policies and procedures in regard to cash handling and point of sale transactions</li> <li>○ process sales transaction information responsibly and accurately according to store policies and procedures</li> <li>○ consistently apply store policies and procedures in regard to handling, packing and wrapping of goods/merchandise</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ WRRLP2B Minimise theft</li> <li>○ WRRCS3B Interact with customers</li> <li>○ WRR11B Perform stock control procedures</li> <li>○ WRRF1B Balance the register/terminal</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in relation to                 <ul style="list-style-type: none"> <li>▪ customer service</li> <li>▪ point of sale transactions</li> <li>▪ allocated duties and responsibilities</li> <li>▪ exchanges and returns</li> <li>▪ handling, packing and wrapping of goods/merchandise</li> </ul> </li> <li>○ The range of services provided by the store</li> <li>○ Stock availability</li> <li>○ Relevant legislation and statutory requirements including                 <ul style="list-style-type: none"> <li>▪ Trade Practices Act</li> <li>▪ consumer law</li> <li>▪ industry codes of practice</li> <li>▪ occupational health and safety</li> </ul> </li> <li>○ Cash and non-cash handling procedures including                 <ul style="list-style-type: none"> <li>▪ opening and closing point of sale terminal</li> <li>▪ clearance of terminal and transference of tender</li> <li>▪ maintenance of cash float</li> <li>▪ tendering of change</li> <li>▪ counting cash</li> <li>▪ calculating non-cash documents</li> <li>▪ balancing point of sale equipment</li> <li>▪ recording takings</li> <li>▪ security of cash and non-cash transactions</li> <li>▪ change required and denominations of change</li> </ul> </li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Functions and procedures for operating point of sale equipment including <ul style="list-style-type: none"> <li>▪ registers</li> <li>▪ numerical display board</li> <li>▪ calculators</li> <li>▪ electronic scales</li> <li>▪ scanners</li> </ul> </li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Following set routines and procedures</li> <li>○ Verbal and non-verbal communication</li> <li>○ Questioning and active listening</li> <li>○ Dealing with different types of transactions</li> <li>○ Wrapping and packing techniques</li> <li>○ Store bag checking procedures</li> <li>○ Merchandise handling techniques</li> <li>○ Literacy skills in regard to written sales and delivery documentation</li> <li>○ Numeracy skills in regard to rendering change</li> </ul> </li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a real or simulated work environment</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ stock/inventory/price lists</li> <li>▪ financial transaction docket/slips</li> <li>▪ lay-by/credit/product return slips</li> <li>▪ store policy and procedures manuals</li> </ul> </li> <li>○ a range of point of sale equipment</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |

|                               |  |
|-------------------------------|--|
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li><li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence including appropriate key competencies and to integrate knowledge and skills critical to demonstrating competence in this unit</li><li>• Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include observation of the person in the workplace, a simulated role play, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li></ul> |
|-------------------------------|--|



| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 1                               | 1                          | -                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Identifying customer requirements in relation to picking up parcels or having them delivered and to where</li> <li>• <b>Communicating ideas and information</b> - Communicating with the customer in relation to the amount owed and identifying delivery requirements</li> <li>• <b>Planning and organising activities</b> - Organising the wrapping and packaging of goods and maintaining adequate supplies</li> <li>• <b>Working with teams and others</b> - Not applicable</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques need to be used when receiving money from customers and in giving correct change</li> <li>• <b>Solving problems</b> - Organising delivery and packaging goods will require problem solving skills</li> <li>• <b>Using technology</b> - Using various point of sale equipment requires the use of technology</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                           |
|--------|---------------------------|
| WRRF1B | BALANCE REGISTER/TERMINAL |
|        |                           |
| RET    | Retail                    |

**DESCRIPTION:** This unit encompasses the skills, knowledge and attitudes required to balance the register/terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Remove takings from register/terminal</b> | 1.1 <b>Register/terminal</b> balance performed at designated times according to <b>store policy and procedures</b><br>1.2 Cash float separated from takings prior to balancing procedure and secured according to <b>store policy</b><br>1.3 Change is supplied to <b>register/terminal</b> according to <b>store policy</b><br>1.4 <b>Register/terminal</b> reading or print out is accurately determined<br>1.5 <b>Cash and non-cash</b> documents removed and transported according to <b>store security policies and procedures</b> |
| <b>2 Reconcile takings</b>                     | 2.1 Cash counted accurately<br>2.2 <b>Non-cash</b> documents calculated accurately<br>2.3 Balance between register/terminal reading and sum of <b>cash and non-cash</b> transactions determined accurately<br>2.4 Records for store and individual department takings are recorded accurately and according to <b>store policy</b>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>                   | <b>CATEGORIES</b>  |
|--|--|
| <b>Store policies and procedures</b>     | <p>in regard to</p> <ul style="list-style-type: none"> <li>• register/terminal balance</li> <li>• security</li> </ul>  |
| <b>Register/terminal</b>                 | <p>may be</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• electronic</li> </ul>   |
| <b>Non-cash transactions</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• credit cards</li> <li>• cheques</li> <li>• hire purchase</li> <li>• lay-by</li> <li>• cash on delivery (C.O.D)</li> <li>• customer refunds</li> <li>• customer credit ratings</li> </ul>   |
| <b>Register/terminals</b>                | <p>may be cleared by</p> <ul style="list-style-type: none"> <li>• operator</li> <li>• specialist staff</li> <li>• at intervals during or at close of trading</li> </ul>  |
| <b>The sport and recreation industry</b> | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to balance the register/terminal in a retail environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ operate register/terminal equipment according to manufacturers' instructions and store policy</li> <li>○ consistently applies store policies and procedures in regard to cash and removing takings from register/terminal</li> <li>○ consistently applies store policies and procedures in regard to reading registers and recording information</li> <li>○ process documentation/records responsibly and according to store policies and procedures</li> <li>○ reconcile takings according to store policies and procedures</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For purpose of integrated assessment, this unit may be assessed in conjunction in the following unit(s)             <ul style="list-style-type: none"> <li>○ WRRCS2B Apply point of sale handling procedures</li> <li>○ WRRLP2B Minimise theft</li> <li>○ WRRCS3B Interact with customers</li> <li>○ WRR11B Perform stock control procedures</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ register/terminal balance</li> <li>▪ cash and non-cash transactions security</li> <li>▪ cash float</li> <li>▪ operation of equipment used at register/terminal</li> </ul> </li> <li>○ Cash and non-cash handling procedures including                 <ul style="list-style-type: none"> <li>▪ opening and closing point of sale terminal</li> <li>▪ clearance of terminal and transference of tender</li> <li>▪ maintenance of cash float</li> <li>▪ counting cash</li> <li>▪ calculating non-cash documents</li> <li>▪ balancing point of sale terminal</li> <li>▪ recording takings</li> <li>▪ security of cash and non-cash transactions</li> <li>▪ change required and denominations of change</li> <li>▪ Electronic Funds Transfer Point Of Sale/credit cards</li> <li>▪ gift vouchers/lay-by</li> <li>▪ credit and returns</li> </ul> </li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Completing tasks to a set time frame</li> <li>○ Literacy skills in regard to interpreting documentation</li> <li>○ Numeracy skills in regard to                 <ul style="list-style-type: none"> <li>▪ counting cash</li> </ul> </li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>▪ calculating non cash transactions</li> <li>▪ reporting on takings</li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a real or simulated work environment</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ financial transaction docket/slips/invoices</li> <li>▪ sample debit, credit card vouchers</li> <li>▪ recording/tally sheets</li> <li>▪ store policy and procedure manuals in regard to register/terminal balance</li> </ul> </li> <li>○ register/terminal and related equipment</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit, evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence including appropriate key competencies and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include observation of the person in the workplace, a simulated role play, third party reports from a supervisor, customer feedback, answers to questions about skills and knowledge</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Counting cash and non-cash documents and balancing readings requires information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Errors in readings may need to be communicated to relevant personnel</li> <li>• <b>Planning and organising activities</b> - Reconciling takings requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work may be required when establishing individual and</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques will be required when balancing register/terminal</li> <li>• <b>Solving problems</b> - Problem solving skills will be applied when balancing register/terminal reading and sum of cash and non-cash transactions</li> <li>• <b>Using technology</b> - The use of technology will be applied through using the register/terminal</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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|--------|----------------------------------|
| WRR11B | PERFORM STOCK CONTROL PROCEDURES |
| RET    | Retail                           |

**DESCRIPTION: This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stocktakes, reordering stock and dispatching goods.**

| ELEMENT                                     | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Receive and process incoming goods</b> | 1.1 Cleanliness and orderliness in receiving bay maintained according to <b>store policy</b><br>1.2 Goods unpacked using correct techniques and equipment in line with store policy<br>1.3 Packing materials removed and disposed of promptly according to store policy<br>1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy<br>1.5 Items received are inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy<br>1.6 Stock levels accurately recorded on store stock systems according to store policy<br>1.7 Secure storage of goods arranged according to store policy and legislative requirements<br>1.8 Stock dispatched to appropriate area/department<br>1.9 Stock price and code labels applied when required according to store policy |
| <b>2 Rotate stock</b>                       | 2.1 Stock rotation procedures for merchandise and wrapping and packing materials are carried out routinely and accurately according to store policy<br>2.2 Excess stock placed in storage or disposed of in accordance with store policy and legislative requirements<br>2.3 Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and <b>legislative requirements</b>   |
| <b>3 Participate in stocktake</b>           | 3.1 Stocktaking and cyclical counts assisted with, according to <b>store policy/procedures</b><br>3.2 Stock records documentation completed according to store <b>stock control</b> system<br>3.3 Discrepancies in stock recorded and reported to <b>relevant personnel</b><br>3.4 Electronic recording equipment operated and maintained according to manufacturers' specifications  |
| <b>4 Reorder stock</b>                      | 4.1 Minimum stock levels identified according to store policy<br>4.2 Stock requisition forms or electronic orders completed accurately<br>4.3 Undelivered stock orders identified on stock system and followed up without undue delay   |

|                         |   |
|-------------------------|---|
| <b>5 Dispatch goods</b> | <ul style="list-style-type: none"><li>5.1 Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required</li><li>5.2 Credit request documentation completed according to <b><i>store procedure</i></b></li><li>5.3 Goods stored securely while awaiting dispatch</li><li>5.4 Delivery documentation completed according to <b><i>store procedures</i></b></li><li>5.5 Special delivery instructions noted</li><li>5.6 Items packed safely and securely to avoid damage in transit</li></ul> |
|-------------------------|---|



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                    | CATEGORIES  |
|------------------------------------|---|
| <b>Store policy and procedures</b> | in regard to <ul style="list-style-type: none"> <li>• stock control</li> <li>• dispatch</li> </ul>  |
| <b>Stock recording</b>             | may be <ul style="list-style-type: none"> <li>• manual</li> <li>• electronic</li> </ul>   |
| <b>Stocktakes</b>                  | may be <ul style="list-style-type: none"> <li>• cyclical</li> <li>• compliance driven</li> </ul>  |
| <b>Store stock control</b>         | may include <ul style="list-style-type: none"> <li>• checking incoming or existing stock</li> <li>• special orders</li> </ul>                       |
| <b>Stock</b>                       | may be moved <ul style="list-style-type: none"> <li>• manually</li> <li>• mechanically</li> </ul>   |
| <b>Handling techniques</b>         | may vary according to <ul style="list-style-type: none"> <li>• stock characteristics</li> <li>• industry codes of practice</li> </ul>               |
| <b>Reporting of faults</b>         | may involve <ul style="list-style-type: none"> <li>• telephone</li> <li>• fax</li> <li>• email</li> <li>• letter</li> <li>• face to face</li> </ul> |

|  |   |
|--|---|
| <b>Legislative requirements</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• occupational health and safety</li> <li>• hazardous substances and dangerous goods</li> <li>• labelling of workplace substances</li> <li>• waste removal and environmental protection</li> <li>• transport, storage and handling of goods</li> </ul>  |
| <b>Relevant personnel</b>                | <p>may include</p> <ul style="list-style-type: none"> <li>• team leader</li> <li>• supervisor</li> <li>• store/area manager</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to handle stock in a retail environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control</li> <li>○ consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice</li> <li>○ interpret and apply manufacturers' instructions with regard to handling stock and using relevant equipment</li> <li>○ receive and process incoming goods and dispatches outgoing goods according to store policies and procedures</li> <li>○ rotate stock and reorder stock/maintains stock levels according to store policies and procedures</li> <li>○ assist with stocktake and cyclical counts according to store policies and procedures</li> <li>○ interpret and process information accurately and responsibly</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ WRRCS2B Apply point of sale handling techniques</li> <li>○ WRRLP2B Minimise theft</li> <li>○ WRRCS3B Interact with customers</li> <li>○ WRRF1B Balance the register/terminal</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ stock control</li> <li>▪ store labelling policy</li> <li>▪ product quality standards</li> <li>▪ correct unpacking of goods</li> <li>▪ out of date, missing or damaged stock</li> <li>▪ equipment used</li> <li>▪ stock location</li> <li>▪ waste disposal</li> <li>▪ methods of storage</li> <li>▪ delivery documentation</li> <li>▪ stock record documentation</li> <li>▪ dispatch documentation</li> </ul> </li> <li>○ Reporting faults and problems</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Relevant occupational health and safety regulations</li> </ul> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>• Required skills <ul style="list-style-type: none"> <li>○ Following set routines and procedures</li> <li>○ Using electronic labelling/ticketing equipment</li> <li>○ Literacy and numeracy skills in regard to stock records and delivery documentation</li> </ul> </li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ relevant equipment including <ul style="list-style-type: none"> <li>▪ stock moving equipment</li> <li>▪ manual and electronic labelling/ticketing equipment</li> <li>▪ computers/stock recording equipment</li> </ul> </li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ invoices/packing slips/dispatch documents/order forms</li> <li>▪ recording/tally sheets</li> <li>▪ store policy and procedures manuals</li> <li>▪ occupational health and safety regulations</li> <li>▪ legislation and statutory requirements</li> <li>▪ industry codes of practice</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Reordering stock may require ideas and information to be communicated</li> <li>• <b>Planning and organising activities</b> - Identifying stock levels and reordering requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work may be applied when undertaking stocktake procedures</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques may be required when receiving goods and checking and validating delivery</li> <li>• <b>Solving problems</b> - Problem solving skills may be applied when identifying excess stock and determining storage or return of items</li> <li>• <b>Using technology</b> - The use of technology may be applied when recording stock and reporting faults and problems</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                 |
|--------|-----------------|
| WRR14B | BUY MERCHANDISE |
| RET    | Retail          |

**DESCRIPTION:** This unit requires the competencies to buy merchandise in a retail environment. It involves analysing the market, planning the product range, establishing supplier relationships, negotiating supply of goods, introducing the product range, maximising profit and rationalising stock.

| ELEMENT                               | PERFORMANCE CRITERIA   |
|---------------------------------------|--|
| <b>1 Analyse market</b>               | 1.1 <b>Store marketing policies</b> analysed and identified<br>1.2 Customer requirements monitored formally and informally in order to evaluate <b>market</b> trends and customer needs<br>1.3 New products and services researched<br>1.4 Opportunities to improve sales identified, evaluated, implemented and reviewed<br>1.5 <b>Merchandise range</b> monitored to identify the demand for individual items and seasonal variations<br>1.6 <b>Market</b> competition monitored   |
| <b>2 Plan product range</b>           | 2.1 Buying plan developed and implemented in accordance with <b>store policies and procedures</b><br>2.2 Future directions for merchandise ranges determined according to store policies<br>2.3 Relevant staff liaised with to coordinate promotional and marketing activities<br>2.4 Store/department figures analysed to determine contribution rates of product lines<br>2.5 Investment levels determined with reference to previous years' sales figures, predicted demand and projected gross profit<br>2.6 Contribution improvement opportunities identified and acted upon<br>2.7 Store/department space requirements and brand product mix determined according to <b>store policy</b><br>2.8 Stock levels determined according to peak seasons, special events and <b>supplier's</b> lead time<br>2.9 Stock range and <b>sources of supply</b> analysed, evaluated and amended according to management, staff and customer feedback |
| <b>3 Establish supplier relations</b> | 3.1 Cooperative relationships with <b>supplier</b> representatives developed according to <b>store policy</b><br>3.2 Existing <b>suppliers</b> continuously reviewed in regard to quality, profitability, service and delivery status<br>3.3 New <b>suppliers</b> identified and existing <b>suppliers</b> deleted according to performance indicators   |
| <b>4 Negotiate supply of goods</b>    | 4.1 Arrangements with <b>suppliers</b> negotiated and implemented according to <b>store policies and procedures</b> and communicated to relevant personnel<br>4.2 Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to <b>store policy</b><br>4.3 Records of <b>suppliers</b> and stock monitored for accuracy and legibility and appropriate action taken where necessary<br>4.4 Market factors affecting supply identified and communicated to relevant personnel<br>4.5 Complete and accurate records of <b>negotiations</b> and agreements are conveyed to appropriate personnel within the designated time lines  |

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|                                  | <p>4.6 Immediate corrective action taken where potential or actual problems with supply are indicated</p> <p>4.7 New <b>suppliers</b> identified and developed to maintain and improve sales and service delivery</p> <p>4.8 Stock range and <b>source of supply</b> analysed, evaluated and amended according to management, staff and customer feedback</p>  |
| <b>5 Monitor quality control</b> | <p>5.1 Merchandise quality standards established with <b>suppliers</b> according to legal requirements, customer requirements and <b>store policy</b></p> <p>5.2 Quality of merchandise monitored and ensured during supply, manufacture and delivery processes</p> <p>5.3 Stock return figures recorded and analysed against target figures</p>   |
| <b>6 Introduce product range</b> | <p>6.1 Relevant personnel informed of new product ranges and advised on preferred location of merchandise</p> <p>6.2 Staff training in product knowledge is implemented to introduce <b>product range</b></p> <p>6.3 New ranges are demonstrated/displayed to staff according to store merchandising plan</p>  |
| <b>7 Maximise profit</b>         | <p>7.1 Individual <b>product range</b> contributions calculated/estimated against budgets/targets</p> <p>7.2 <b>Product range</b> assessment checks developed and implemented against budget/targets</p> <p>7.3 Overall selling space contributions calculated/estimated according to store merchandising plan</p> <p>7.4 Profit margins maximised in negotiations with <b>suppliers</b></p> <p>7.5 <b>Store pricing policies</b> determined, according to stated net profit margin in store merchandising plan and consumer law</p> <p>7.6 Specifications for terms of trade negotiated</p> |
| <b>8 Rationalise stock</b>       | <p>8.1 Stock range reviewed and updated at regular intervals</p> <p>8.2 <b>Stock lines to be deleted</b> identified and action taken to minimise adverse affect on profit</p> <p>8.3 <b>Stock consolidated</b> as required to maximise sales potential</p>   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                                 | CATEGORIES  |
|---|---|
| <b>Store merchandise and marketing policies</b> | which may include <ul style="list-style-type: none"> <li>• store culture</li> <li>• current market position</li> <li>• target market</li> </ul>                     |
| <b>Product range</b>                            | may include <ul style="list-style-type: none"> <li>• existing stock</li> <li>• new stock</li> </ul>   |
| <b>Monitoring customer requirements</b>         | may include <ul style="list-style-type: none"> <li>• questionnaires</li> <li>• surveys</li> <li>• observation</li> </ul>  |
| <b>Researching products and services</b>        | may include <ul style="list-style-type: none"> <li>• Internet</li> <li>• brochures/leaflets</li> <li>• product seminars</li> </ul>                                  |
| <b>Market factors affecting supply</b>          | may include <ul style="list-style-type: none"> <li>• fashion trends</li> <li>• product availability</li> <li>• sales performance</li> </ul>                         |
| <b>Negotiation process</b>                      | may include <ul style="list-style-type: none"> <li>• face to face</li> <li>• correspondence</li> <li>• meetings</li> <li>• telephone or electronic media</li> </ul> |
| <b>Stock consolidation</b>                      | may include <ul style="list-style-type: none"> <li>• movement of stock between departments or stores</li> </ul>   |
| <b>Pricing arrangements</b>                     | may include <ul style="list-style-type: none"> <li>• cash on delivery (COD)</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>• cheque/credit card</li> <li>• invoice</li> <li>• Goods and Services Tax (GST)</li> </ul>  |
| <b>Reasons for deletion of stock lines</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• changes in store policy/culture</li> <li>• sales performance</li> <li>• customer requirements</li> <li>• fashion trends</li> <li>• product availability</li> <li>• problems with supply</li> </ul>                                     |
| <b>Specifications for terms of trade</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• special buys</li> <li>• payment terms</li> <li>• promotional deals with supplier</li> </ul>  |
| <b>Performance indicators</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• price</li> <li>• quality</li> <li>• performance</li> <li>• supply reliability</li> <li>• merchandise range</li> </ul>  |
| <b>Relevant personnel</b>                  | <p>may include</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• area/store manager</li> <li>• supervisor</li> <li>• team leader</li> </ul>  |
| <b>Legal requirements</b>                  | <p>may include</p> <ul style="list-style-type: none"> <li>• sale of second hand goods</li> <li>• Trade Practices and Fair Trading Acts</li> <li>• license, patent or copyright arrangements</li> <li>• pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)</li> </ul> |

|  |   |
|--|---|
| <b>Staff training</b>                    | may include <ul style="list-style-type: none"><li>• on the job</li><li>• off the job</li><li>• one on one coaching</li><li>• any combination of the above</li></ul>   |
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |

**Evidence Guide**

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

|   |   |
|---|---|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to buy merchandise in a retail environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ consistently applies store policies and procedures, industry codes of practice and statutory requirements/regulations in regard to buying, merchandising and marketing policies</li> <li>○ apply market analysis, planning, procurement and rationalisation of stock and merchandise and service ranges, maintenance of supplier relations and quality control, according to the range of variables</li> <li>○ accurately interprets market trends and applies these to the store situation to create opportunities to improve sales and services while maximising profits</li> <li>○ analyse market and plans the introduction of a product and service range</li> <li>○ identify suppliers, negotiates supply of goods, rationalises stock and monitors quality control</li> <li>○ train/communicate information to and from staff/team members in regard to stock and merchandise and service range</li> </ul> </li> </ul> |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ store policies and procedures                 <ul style="list-style-type: none"> <li>▪ marketing</li> <li>▪ buying</li> <li>▪ profit margins</li> <li>▪ quality control</li> <li>▪ stock/inventory levels - current and future</li> <li>▪ stock location/allocated areas</li> <li>▪ staff product knowledge training</li> </ul> </li> <li>○ industry/store including                 <ul style="list-style-type: none"> <li>▪ market needs</li> <li>▪ range of merchandise available</li> <li>▪ market consumption</li> <li>▪ existing and possible new suppliers</li> <li>▪ channels of distribution</li> </ul> </li> <li>○ relevant legislation and statutory requirements</li> <li>○ relevant industry codes of practice</li> <li>○ pricing procedures including Goods and Services Tax (GST) requirements</li> </ul> </li> <li>• Required skills</li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>○ evaluating and analysing <ul style="list-style-type: none"> <li>▪ market trends and projections</li> <li>▪ sales figures and investment levels</li> <li>▪ space requirements</li> </ul> </li> <li>○ negotiation skills</li> <li>○ interpersonal communication skills including <ul style="list-style-type: none"> <li>▪ coaching</li> <li>▪ giving feedback</li> <li>▪ questioning/listening/observation</li> <li>▪ verbal and non-verbal communication</li> </ul> </li> <li>○ group presentation skills</li> <li>○ report writing</li> <li>○ using and applying technology, including electronic data interchange</li> <li>○ literacy and numeracy skills in relation to <ul style="list-style-type: none"> <li>▪ developing pricing policies</li> <li>▪ calculating/estimating product range contributions</li> <li>▪ analysing stock figures</li> </ul> </li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ relevant information and documentation including <ul style="list-style-type: none"> <li>▪ store policy and procedures</li> <li>▪ legislation and statutory requirements</li> <li>▪ industry codes of practice</li> <li>▪ merchandise/supplier data</li> </ul> </li> </ul> </li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>● Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence including appropriate key competencies and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>● Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>                                       |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Information on new product range will need to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Introducing product range and informing relevant personnel requires communication of ideas and information</li> <li>• <b>Planning and organising activities</b> - Identifying new and existing suppliers requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work will be required when informing and training staff members</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques will be required when analysing stock figures</li> <li>• <b>Solving problems</b> - Problem solving will be required when analysing, evaluating and amending stock range and sources of supply</li> <li>• <b>Using technology</b> - The use of technology will be applied when keeping records</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                          |
|--------|--------------------------|
| WRR15A | MAINTAIN AND ORDER STOCK |
| RET    | Retail                   |

**DESCRIPTION: This unit encompasses the competencies required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, co-ordinating stocktake, identifying stock losses, processing orders and following up on orders.**

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Monitor receipt and dispatch of goods</b> | 1.1 Responsibility for receipt and dispatch of goods delegated to appropriate staff<br>1.2 Store procedures implemented in regard to receipt, dispatch and secure storage of goods<br>1.3 Staff functions observed to ensure <b>store procedures</b> are followed and documentation is completed correctly<br>1.4 <b>Store procedures</b> implemented to ensure goods inspected for quantity and quality on receipt<br>1.5 Variations to quantity and quality of delivered goods acted upon according to <b>store policy</b><br>1.6 Safe handling and storage of goods supervised in line with store policy |
| <b>2 Maintain stock records</b>                | 2.1 Stock levels monitored and maintained at required levels<br>2.2 Stock reorder cycles maintained, monitored and adjusted as required<br>2.3 Team members informed of their individual responsibilities in regard to recording of stock<br>2.4 Stock storage and movement records maintained in line with store policy<br>2.5 Stock discrepancies recorded and procedures followed according to store policy<br>2.6 Stock performance monitored and fast/slow selling items identified and reported according to store policy   |
| <b>3 Coordinate stocktake/cyclical count</b>   | 3.1 <b>Policies and procedures</b> in regard to stocktaking and cyclical counts interpreted and explained to team members<br>3.2 <b>Staff rostered</b> according to allocated budget and time constraints<br>3.3 Stocktaking tasks allocated to individual team members<br>3.4 Team members provided with clear directions for the performance of each task<br>3.5 Team members allocated to ensure effective use of staff resources to complete task<br>3.6 Accurate reports on stocktake data, including discrepancies produced for management  |
| <b>4 Identify stock losses</b>                 | 4.1 Losses accurately identified, recorded and assessed against potential loss forecast on a regular basis<br>4.2 Avoidable losses identified and reasons established<br>4.3 Possible solutions recommended and implemented   |

|                          |  |
|--------------------------|--|
| <b>5 Process order</b>   | 5.1 Orders for stock processed/raised as requested according to store policies and procedures<br>5.2 <b>Ordering and recording system</b> accurately maintained<br>5.3 Availability of sample range ensured according to buying plan<br>5.4 Pricing materials ordered as required<br>5.5 Negotiated purchase and supply agreements recorded accurately and filed for retrieval |
| <b>6 Follow up order</b> | 6.1 Delivery process monitored to meet agreed deadlines<br>6.2 Routine supply problems handled or referred to management as required by store policy<br>6.3 Continuous liaison with buyers, store/departments, warehouse and <b>suppliers</b> to ensure continuity of supply<br>6.4 Stock distributed according to store/department allocation                                 |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                       | CATEGORIES  |
|---------------------------------------|---|
| <b>Store policy and procedures</b>    | in regard to <ul style="list-style-type: none"> <li>• stock control</li> <li>• stock control system</li> <li>• recording procedures</li> <li>• procedures for investigating discrepancies</li> <li>• store merchandise and marketing</li> <li>• pricing, labelling and packaging requirements</li> <li>• quality control policies and procedures</li> </ul> |
| <b>Ordering and recording systems</b> | may be <ul style="list-style-type: none"> <li>• manual</li> <li>• electronic</li> </ul>   |
| <b>Stock transfers</b>                | may involve <ul style="list-style-type: none"> <li>• inter and intra store/department</li> </ul>  |
| <b>Suppliers</b>                      | may includes <ul style="list-style-type: none"> <li>• existing contacts</li> <li>• new contacts</li> <li>• local suppliers</li> <li>• overseas supplies</li> </ul>  |
| <b>Reporting of faults</b>            | may be achieved by <ul style="list-style-type: none"> <li>• fax</li> <li>• telephone</li> <li>• email</li> <li>• letter</li> <li>• verbally</li> </ul>  |
| <b>Handling techniques</b>            | may vary according to <ul style="list-style-type: none"> <li>• stock characteristics</li> <li>• industry codes of practice</li> </ul>   |



|  |   |
|--|---|
| <b>Staff rostering requirements</b>      | <p>may include</p> <ul style="list-style-type: none"> <li>• varying levels of staff training</li> <li>• staffing levels</li> <li>• routine or busy trading conditions</li> <li>• full-time, part-time or casual staff</li> <li>• range of staff responsibilities</li> </ul>   |
| <b>Reports for management</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>• financial reports</li> <li>• business documents</li> <li>• informal reports stocktake reports</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to maintain and order stock in a retail environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ consistently implements and monitors organisation policy/procedures regarding receipt, dispatch and secure storage of goods</li> <li>○ regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods</li> <li>○ monitor stock levels, storage, movement and reorder cycles on a regular basis</li> <li>○ organise and co-ordinates stock take according to organisation policy and procedures</li> <li>○ consistently raises/processes stock orders and maintains record system according to store policies and procedures</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ stock control</li> <li>▪ store merchandising system</li> <li>▪ current and future stock levels</li> <li>▪ bar codes</li> <li>▪ labels</li> <li>▪ price tags</li> <li>▪ store stock recording system</li> <li>▪ stock replenish/reorder procedures</li> <li>▪ inter and intra store/department transfers</li> <li>▪ reporting of stock discrepancies/damage</li> <li>▪ identifying and recording stock losses</li> <li>▪ identifying and recording discrepancies</li> <li>▪ receipt and dispatch of goods including inspection for quality and quantity</li> </ul> </li> <li>○ Relevant licensing requirements for moving stock mechanically</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Relevant occupational health and safety legislation/regulations/codes of practice</li> <li>○ Principles and techniques for interpersonal communication skills</li> </ul> </li> <li>• Required skills</li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Store stocktaking systems</li> <li>○ Use of electronic recording equipment</li> <li>○ Interpersonal communication skills</li> <li>○ Time management</li> <li>○ Negotiation skills</li> <li>○ Report preparation and presentation</li> <li>○ Literacy and numeracy skills in regard to <ul style="list-style-type: none"> <li>▪ stock control reports and documentation</li> <li>▪ processing orders</li> <li>▪ maintaining delivery and supply goods</li> <li>▪ stock distribution records</li> <li>▪ maintaining stock ordering and recording systems</li> </ul> </li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policy and procedures for receipt and dispatch of goods</li> <li>▪ store procedures for stocktake</li> <li>▪ occupational health and safety legislation/regulations/codes of practice</li> <li>▪ industry codes of practice</li> <li>▪ legislation and statutory requirements</li> <li>▪ store merchandising and marketing policy and procedures</li> <li>▪ inter and intra store/department transfer procedures</li> <li>▪ store quality control procedures and requirements</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is the most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Monitoring stock levels and processing orders will require information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - By informing staff of relevant roles and responsibilities for monitoring and ordering stock</li> <li>• <b>Planning and organising activities</b> - By implementing procedures for receipting, dispatching and storing goods</li> <li>• <b>Working with teams and others</b> - Directing and allocating team members in particular roles and responsibilities requires team work</li> <li>• <b>Using mathematical ideas and techniques</b> - Processing orders and maintaining stock levels requires the use of mathematical ideas and techniques</li> <li>• <b>Solving problems</b> - Assessing stock losses and developing solutions requires problem solving skills</li> <li>• <b>Using technology</b> - The use of technology will be applied when keeping records</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|         |                |
|---------|----------------|
| WRRLP2B | MINIMISE THEFT |
|         |                |
| RET     | Retail         |

**DESCRIPTION:** This unit encompasses the competencies required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers/terminals and keys.

| ELEMENT                                      | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Apply routine organisation security</b> | 1.1 Store security systems and procedures applied according to <i>store policy</i><br>1.2 Cash handled and secured according to <i>store policy</i><br>1.3 Suspect behaviour by customers observed and dealt with according to <i>store policy</i><br>1.4 Internal and external theft dealt with according to <i>store policy</i><br>1.5 Products and equipment stored in a secure manner   |
| <b>2 Minimise theft</b>                      | 2.1 Appropriate action taken to minimise theft by applying <i>store procedures</i><br>2.2 Merchandise matched to correct price tags<br>2.3 Surveillance of merchandise maintained according to <i>store policy</i> and <i>legislative requirements</i><br>2.4 Customers' bags checked as required at point of sale according to <i>store policy</i><br>2.5 Security of cash, cash register and keys maintained according to <i>store policy</i><br>2.6 Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to <i>store policy</i><br>2.7 Suspected or potential thieves dealt with according to <i>store policy and procedures</i> |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                      | CATEGORIES  |
|--------------------------------------|---|
| <b>Store policies and procedures</b> | in regard to <ul style="list-style-type: none"> <li>• security</li> <li>• surveillance of merchandise</li> </ul>  |
| <b>Security procedures</b>           | may deal with <ul style="list-style-type: none"> <li>• customers</li> <li>• staff</li> <li>• keys</li> <li>• visitors, sales representatives, contractors, vendors</li> <li>• stock</li> <li>• records</li> <li>• cash, credit cards</li> <li>• equipment</li> <li>• premises</li> <li>• armed hold-up</li> </ul> |
| <b>Security equipment</b>            | may include <ul style="list-style-type: none"> <li>• alarm systems</li> <li>• video surveillance</li> <li>• mirrors</li> <li>• locked and secure areas</li> </ul>   |
| <b>Legal requirements</b>            | may include <ul style="list-style-type: none"> <li>• privacy/confidentiality laws</li> <li>• Trade Practices and Fair Trading Acts</li> <li>• consumer law</li> <li>• property offences</li> <li>• credit laws</li> <li>• reporting procedures</li> <li>• criminal law</li> </ul>                                 |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|---|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to minimise theft in a retail environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ consistently applies store policies and procedures and industry codes of practice, in regard to store security and theft prevention in a range of contexts and situations</li> <li>○ consistently applies store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel</li> <li>○ monitor stock, work area, customers and staff to minimise opportunities for theft</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ WRRCS2B Apply point of sale handling procedures</li> <li>○ WRRCS3B Interact with customers</li> <li>○ WRR11B Perform stock control procedures</li> <li>○ WRRF1B Balance the register/terminal</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ security</li> <li>▪ checking customers' bags and purchases</li> <li>▪ reporting problems and faults</li> </ul> </li> <li>○ Relevant legislation and statutory requirements, particularly in regard to checking customers' bags and purchases</li> <li>○ Trade Practices and Fair Trading Acts</li> <li>○ Store merchandising system</li> <li>○ Security procedures relating to cash and non-cash transactions</li> <li>○ Location and operation of store security equipment</li> <li>○ Reporting procedures for external/internal theft or suspicious circumstances</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy and numeracy skills in                 <ul style="list-style-type: none"> <li>▪ recording of stolen items</li> <li>▪ reporting of theft</li> </ul> </li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a real or simulated work environment</li> <li>○ relevant documentation such as                 <ul style="list-style-type: none"> <li>▪ store policy and procedures manuals</li> <li>▪ legislation and statutory regulations</li> <li>▪ industry codes of practice</li> <li>▪ Trade Practices and Fair Trading Acts</li> </ul> </li> </ul> </li> </ul>   |



|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ relevant security equipment</li> <li>○ point of sale equipment</li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>● Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>● Evidence should include products, processes and procedures from the workplace context or a simulated work environment. Evidence might include observation of the person in the workplace, a simulated work environment, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | 1                           | -                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Information of security systems needs to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Identifying suspect behaviour and relaying to relevant personnel may require information and ideas to be communicated</li> <li>• <b>Planning and organising activities</b> - Checking customer bags may require activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work may be required when identifying suspect customer behaviour</li> <li>• <b>Using mathematical ideas and techniques</b> - Not applicable</li> <li>• <b>Solving problems</b> - Problem solving may be required when dealing with theft</li> <li>• <b>Using technology</b> - Use of technology may be required when reporting and recording theft</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                      |
|--------|----------------------|
| WRRM1B | MERCHANDISE PRODUCTS |
| RET    | Retail               |

**DESCRIPTION: This unit encompasses the skills, knowledge and attitudes required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling or pricing stock.**

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Place and arrange merchandise</b>                       | 1.1 <b>Merchandise</b> unpacked in accordance with <b>store procedures</b><br>1.2 <b>Merchandise</b> placed on floor, fixtures and shelves in determined locations<br>1.3 <b>Merchandise</b> displayed to achieve a balanced fully stocked appearance and promote sales<br>1.4 Damaged, soiled or out of date stock identified and corrective action taken as required according to <b>store procedure</b><br>1.5 Stock range placed to conform with fixtures, ticketing, prices or bar codes<br>1.6 Stock rotated according to stock requirements and <b>store procedure</b><br>1.7 Stock presentation conforms to special handling techniques and other safety requirements |
| <b>2 Prepare display labels/tickets</b>                      | 2.1 Labels/tickets for window, wall or floor <b>displays</b> prepared according to <b>store policy</b><br>2.2 Tickets are prepared using electronic equipment or neatly by hand according to <b>store procedures</b><br>2.3 Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken<br>2.4 Electronic ticketing equipment used and maintained according to design specifications<br>2.5 Ticketing equipment maintained and stored in a secure location  |
| <b>3 Place, arrange and display price tickets and labels</b> | 3.1 Tickets/labels are visible and correctly placed on <b>merchandise</b><br>3.2 Labels/tickets replaced according to <b>store policy</b><br>3.3 Correct pricing and information maintained on <b>merchandise</b> according to <b>organisation procedures</b> , industry codes of practice and legislative requirements   |
| <b>4 Maintain displays</b>                                   | 4.1 Special promotion areas reset and dismantled<br>4.2 Supervisor assisted in selection of <b>merchandise</b> for <b>display</b><br>4.3 <b>Merchandise</b> arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures<br>4.4 Unsuitable or out of date <b>displays</b> identified, reset and/or removed as directed<br>4.5 Optimum stock levels identified and stock replenished according to <b>store policy</b><br>4.6 <b>Display</b> areas maintained in a clean and tidy manner<br>4.7 Excess packaging removed from <b>display</b> areas   |
| <b>5 Protect merchandise</b>                                 | 5.1 Correct handling, storage and <b>display</b> techniques identified and used according to stock characteristics and legislative requirements   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                         | CATEGORIES  |
|---|---|
| <b>Store policy and procedures</b>      | in regard to <ul style="list-style-type: none"> <li>• merchandising of stock</li> <li>• preparing and displaying tickets/labels</li> <li>• maintaining displays</li> </ul>  |
| <b>Displays</b>                         | may include <ul style="list-style-type: none"> <li>• setting new displays</li> <li>• maintaining existing ones</li> </ul>   |
| <b>Tickets and pricing requirements</b> | may include <ul style="list-style-type: none"> <li>• pricing gun</li> <li>• shelf tickets</li> <li>• shelf talkers</li> <li>• written labels</li> <li>• swing ticketing</li> <li>• bar coding</li> <li>• price boards</li> <li>• header boards</li> </ul> |
| <b>Handling techniques</b>              | may vary according to <ul style="list-style-type: none"> <li>• stock characteristics</li> <li>• industry codes of practice</li> </ul>   |
| <b>Merchandise</b>                      | may be characterised by <ul style="list-style-type: none"> <li>• type</li> <li>• brand</li> <li>• size</li> <li>• customer needs</li> <li>• colour</li> <li>• price</li> </ul>  |

|  |   |
|--|---|
| <b>Legislative requirements</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• pricing requirements including Goods and Services Tax (GST) requirements</li> <li>• industry codes of practice</li> <li>• discounted items</li> <li>• Trade Practices and Fair Trading Acts</li> </ul>  |
| <b>Safety requirements</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• transport, storage and handling of goods</li> <li>• hazardous substances</li> <li>• labelling of workplace substances</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to merchandise products within a retail store</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ consistently applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock</li> <li>○ display merchandise on floor, fixtures, shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements</li> <li>○ prepare display labels and price tickets for merchandise with regard to store policies and procedures</li> <li>○ operate, maintain and store a range of ticketing equipment according to                 <ul style="list-style-type: none"> <li>▪ store policy and procedures</li> <li>▪ industry codes of practice</li> <li>▪ manufacturer's instructions and design specifications</li> </ul> </li> <li>○ arrange correct pricing and information on merchandise according to store procedures, industry codes and government requirements</li> <li>○ identify damaged, soiled or out of date stock as required in accordance with store procedures and legislative requirements</li> <li>○ maintain display areas and replenishes stock as required in accordance with store procedures and legislative requirements</li> <li>○ perform correct manual handling, storage and display techniques according to                 <ul style="list-style-type: none"> <li>▪ stock characteristics</li> <li>▪ industry codes of practice</li> <li>▪ occupational health and safety legislation/regulations/codes of practice</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ WRRS2B Advise on products and services</li> <li>○ WRRS1B Sell products and services</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ merchandising, ticketing and pricing of stock</li> <li>▪ correct storage of stock</li> <li>▪ store promotional themes including advertising, catalogues and special offers</li> <li>▪ location of display areas</li> <li>▪ availability and use of display materials</li> <li>▪ stock rotation</li> <li>▪ stock replenishment</li> <li>▪ merchandise range</li> </ul> </li> </ul> </li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>▪ scheduling for building or rotating displays</li> <li>▪ correct storage procedures for labelling/ticketing equipment and materials</li> <li>○ Correct manual handling techniques for protection of self and merchandise</li> <li>○ Principles of display</li> <li>○ Elements and principles of design and trends in retail design</li> <li>○ Relevant occupational health and safety regulations including <ul style="list-style-type: none"> <li>▪ manual handling</li> <li>▪ hygiene and sanitation</li> <li>▪ hazardous substances</li> <li>▪ labelling of workplace substances</li> </ul> </li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)</li> <li>○ Relevant industry codes of practice</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Use and maintenance of manual and electronic labelling/ticketing equipment</li> <li>○ Completing tasks in a set time frame</li> <li>○ Literacy and numeracy skills in relation to <ul style="list-style-type: none"> <li>▪ reading and interpreting store procedures and guidelines</li> <li>▪ machine or manual preparation of labels/tickets</li> <li>▪ reading and understanding of manufacturer's instructions</li> </ul> </li> </ul> </li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ a range of ticketing and pricing equipment</li> <li>○ merchandise for display</li> <li>○ display materials and props</li> <li>○ cleaning materials</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policy and procedure manuals on housekeeping, merchandising and occupational health and safety</li> <li>▪ manufacturer's instructions/operation manuals on electronic ticketing equipment</li> <li>▪ relevant legislation and industry codes of practice</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |

|                               |   |
|-------------------------------|---|
| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li><li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li><li>• Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li></ul> |
|-------------------------------|---|



| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Store procedures for arranging merchandise and preparing display tickets/labels will need to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Information on arranging merchandise may need to be communicated to others</li> <li>• <b>Planning and organising activities</b> - Placing and arranging merchandise will require planning and organising</li> <li>• <b>Working with teams and others</b> - Team work may be required to complete and maintain display areas</li> <li>• <b>Using mathematical ideas and techniques</b> - Maintaining stock levels and replenishing stock may require the use of mathematical ideas and techniques</li> <li>• <b>Solving problems</b> - Problem solving skills may be applied when identifying merchandise for display</li> <li>• <b>Using technology</b> - The use of technology may be required for preparing display tickets/labels</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                                     |
|--------|-------------------------------------|
| WRRM3B | COORDINATE MERCHANDISE PRESENTATION |
| RET    | Retail                              |

**DESCRIPTION:** This unit encompasses the competencies required to ensure that staff arrange, present and label or price merchandise according to store requirements. It also involves informing staff of store requirements, promotions and special events and providing feedback to management in regard to improvement of store marketing and promotional activities.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Coordinate product presentation and display</b> | <ul style="list-style-type: none"> <li>1.1 Items to be advertised/promoted, are identified according to <b>store merchandising policy</b></li> <li>1.2 Promotions or special events planned, coordinated and evaluated as directed by management</li> <li>1.3 Construction and maintenance of <b>displays</b> planned and supervised in order to achieve balance and visual impact</li> <li>1.4 Staff informed of store <b>display</b> standards/requirements</li> <li>1.5 Staff informed of occurrence and timing of promotions and special events</li> <li>1.6 <b>Product/service display</b> information accurately depicts product/service being promoted</li> <li>1.7 <b>Displays</b> are completed according to required time schedule, with minimum disruption to customer service and traffic flow</li> <li>1.8 <b>Displays</b> constructed and maintained in a safe, secure manner</li> <li>1.9 Replenishment of merchandise and rotation of stock on store <b>displays</b> regularly monitored and action is taken as required</li> <li>1.10 Staff informed of appropriate timing for dismantling and disposal of <b>displays</b></li> <li>1.11 <b>Merchandise</b> presentation evaluated against sales turnover and store presentation standards</li> <li>1.12 Management provided with feedback in regard to improvement of store marketing and promotional activities</li> </ul> |
| <b>2 Implement product pricing</b>                   | <ul style="list-style-type: none"> <li>2.1 <b>Store policies and procedures</b> implemented in regard to pricing/ticketing</li> <li>2.2 Current prices for <b>products</b> and services identified and amended according to <b>store policy</b></li> <li>2.3 Team members informed of both price changes and current pricing policies</li> </ul>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>               | <b>CATEGORIES</b>   |
|--------------------------------------|---|
| <b>Store policy and procedure</b>    | in regard to <ul style="list-style-type: none"> <li>• merchandising</li> <li>• pricing policies</li> </ul>  |
| <b>Display requirements</b>          | may include <ul style="list-style-type: none"> <li>• setting up new displays</li> <li>• maintaining existing ones</li> </ul>  |
| <b>Display</b>                       | may be located in a variety of areas including <ul style="list-style-type: none"> <li>• windows</li> <li>• shelves</li> <li>• walls fixtures on floor</li> </ul>                          |
| <b>Tickets</b>                       | may be provided or produced <ul style="list-style-type: none"> <li>• electronically</li> <li>• manually</li> </ul>  |
| <b>Handling techniques</b>           | may vary according to <ul style="list-style-type: none"> <li>• stock characteristics</li> <li>• industry codes of practice</li> </ul>   |
| <b>Promotions and special events</b> | may include <ul style="list-style-type: none"> <li>• advertising</li> <li>• catalogues</li> <li>• special offers</li> <li>• in store promotions</li> <li>• seasonal promotions</li> </ul> |
| <b>Pricing policies</b>              | may include <ul style="list-style-type: none"> <li>• discounted items</li> <li>• inclusion/exclusion of Goods and Services Tax (GST)</li> <li>• sale item</li> </ul>                      |
| <b>Staff and store requirements</b>  | may include <ul style="list-style-type: none"> <li>• varying levels of staff training</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• staffing levels</li> <li>• full time, part time or casual staff</li> <li>• routine or busy trading times</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to ensure that staff arrange, present and label or price merchandise according to store requirements</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ consistently and accurately implements store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock</li> <li>○ coordinate and monitor display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements</li> <li>○ identify products to be advertised/promoted according to store merchandising policies</li> <li>○ coordinate construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner</li> <li>○ inform staff of pricing policies, promotions/special events, display standards/requirements and timing for dismantling/disposal of displays</li> <li>○ evaluate and report sales and presentation effectiveness of store merchandising/promotional activities to management and staff as required by store policies and procedures</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ merchandising, pricing and ticketing</li> <li>▪ merchandising range</li> <li>▪ storage of stock</li> <li>▪ stock rotation and replenishment</li> <li>▪ minimum stock levels required</li> </ul> </li> <li>○ Procedure for accessing information and implementing price changes</li> <li>○ Principles of display/design</li> <li>○ Location of display areas</li> <li>○ Availability and use of materials</li> <li>○ Store promotional themes</li> <li>○ Occurrence and timing of store promotions including advertising, catalogues and special offers</li> <li>○ Load bearing capacity of fixtures and display areas</li> <li>○ Correct storage procedures for labelling/ticketing equipment and materials</li> </ul> </li> </ul>   |

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|                                   | <ul style="list-style-type: none"> <li>○ Relevant occupational health and safety legislation/regulations/codes of practice</li> <li>○ Relevant legislation and statutory requirements including Trade Practices and Fair Trading Acts</li> <li>○ Pricing procedures including Goods and Services Tax (GST) requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Principles and techniques of interpersonal communication skills</li> <li>○ Manufacturer's specifications for the use of electronic labelling/ticketing equipment</li> <li>● Required skills <ul style="list-style-type: none"> <li>○ Use and maintenance of electronic labelling/ticketing equipment</li> <li>○ Interpersonal communication skills including <ul style="list-style-type: none"> <li>▪ giving feedback</li> <li>▪ coaching</li> <li>▪ performance analysis</li> <li>▪ questioning/listening/observation</li> <li>▪ group presentation</li> <li>▪ team motivation</li> <li>▪ negotiation</li> <li>▪ verbal and non verbal communication</li> <li>▪ team leadership</li> </ul> </li> <li>○ Literacy and numeracy skills in relation to <ul style="list-style-type: none"> <li>▪ machine or manual preparation of labels/tickets</li> <li>▪ reading and interpreting store policies and procedures</li> <li>▪ merchandise presentation and pricing</li> </ul> </li> </ul> </li> </ul> |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail environment</li> <li>○ pricing and ticketing equipment</li> <li>○ merchandise for display</li> <li>○ display materials and props</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policy and procedures manual on electronic ticketing equipment</li> <li>▪ legislation and statutory requirements</li> <li>▪ industry codes of practice</li> </ul> </li> </ul> </li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |

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| <b>Context for assessment</b> | <ul style="list-style-type: none"><li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li><li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li><li>• Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li></ul> |
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| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Planning promotions and special events requires information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Informing staff of promotions and special events requires communication of ideas and information</li> <li>• <b>Planning and organising activities</b> - Planning the construction and maintenance of displays requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work will be required when supervising staff in setting up and maintaining displays</li> <li>• <b>Using mathematical ideas and techniques</b> - Identifying and amending prices for products and services requires the use of mathematical ideas and techniques</li> <li>• <b>Solving problems</b> - Problem solving will be applied when planning and constructing displays</li> <li>• <b>Using technology</b> - The use of technology will be applied when construction displays and evaluating sales turnover</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



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| WRRO1B | MANAGE MERCHANDISE AND STORE PRESENTATION |
|        |   |
| RET    | Retail                                    |

**DESCRIPTION: This unit encompasses a range of competencies required to manage merchandise and store presentation. It involves managing store merchandising, planning and managing store advertising and promotions, managing store pricing policies and managing house-keeping.**

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Manage store merchandising</b>                       | 1.1 Layout and presentation support market position and promote customer flow according to <b>store policy</b><br>1.2 Layout assessment checks developed and implemented<br>1.3 Standards for visual presentations and displays defined and clearly communicated to all staff<br>1.4 Staff consulted to assess customer response to space allocation  |
| <b>2 Plan and manage store advertising and promotions</b> | 2.1 <b>Store policies and procedures</b> managed and implemented in regard to store promotional activities<br>2.2 Activities organised in line with anticipated/researched client requirements<br>2.3 <b>Promotions</b> managed in order to achieve maximum customer impact<br>2.4 Arrangements with suppliers negotiated in regard to special promotional activities<br>2.5 Store activities coordinated to complement shopping centre/retail complex promotions<br>2.6 Assessment checks developed and implemented to measure effectiveness of promotions including layout, visual impact and customer response<br>2.7 Promotional activities accurately documented and reported on |
| <b>3 Manage store pricing policies</b>                    | 3.1 <b>Store policies and procedures</b> maintained in regard to pricing<br>3.2 Accurate information on pricing trends and changes maintained and communicated to relevant staff<br>3.3 Procedures developed and implemented for pricing according to store policies and legislative requirements   |
| <b>4 Manage housekeeping</b>                              | 4.1 <b>Store policies and procedures</b> developed and implemented in regard to store <b>housekeeping</b> and maintenance<br>4.2 Roster/schedules developed and managed, ensuring store <b>housekeeping</b> standards are monitored and maintained<br>4.3 Contingency plan initiated in the event of merchandise or store presentation problem  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                      | CATEGORIES   |
|--------------------------------------|--|
| <b>Store policies and procedures</b> | in regard to <ul style="list-style-type: none"> <li>• promotion of products and services</li> <li>• housekeeping</li> </ul>  |
| <b>Pricing procedures</b>            | may include <ul style="list-style-type: none"> <li>• marking down of slow moving stock</li> <li>• soiled or damaged goods</li> <li>• goods close to use-by date</li> <li>• end of season stock</li> </ul>                  |
| <b>Store merchandising plan</b>      | may include <ul style="list-style-type: none"> <li>• target market/market research</li> <li>• store image</li> <li>• store layout and space availability</li> <li>• seasonal lines</li> <li>• pricing policy</li> </ul>    |
| <b>Customer market research</b>      | may be <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> </ul>  |
| <b>Promotions</b>                    | may include <ul style="list-style-type: none"> <li>• advertising</li> <li>• catalogues</li> <li>• newspapers</li> <li>• posters</li> <li>• radio or Television</li> <li>• suppliers</li> <li>• Internet/website</li> </ul> |
| <b>Promotions</b>                    | may involve <ul style="list-style-type: none"> <li>• external and in-store activities</li> <li>• corporate or locally based</li> <li>• dealing with advertising agencies and consultants</li> </ul>                        |

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| <b>Pricing policies</b>                  | <p>may include</p> <ul style="list-style-type: none"> <li>• long term and short term</li> <li>• internal and external considerations</li> <li>• pricing policies including Goods and Services Tax (GST) requirements</li> </ul>   |
| <b>Housekeeping</b>                      | <p>may include</p> <ul style="list-style-type: none"> <li>• store premises</li> <li>• fittings</li> <li>• fixtures</li> <li>• equipment</li> </ul>  |
| <b>Contingency plans</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• major spillages</li> <li>• flood/storm</li> <li>• breakages</li> <li>• black out</li> <li>• break in</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to manage merchandise and store presentation</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ collaboratively plans layout and presentation of merchandise according to store policies and procedures</li> <li>○ assess effectiveness of layout and presentation according to sales targets and/or predetermined objectives</li> <li>○ collaboratively plans, coordinates and implements advertising and promotions activities according to store policies and procedures</li> <li>○ assess and report on effectiveness of advertising and promotions to staff and management according to store policies and procedures</li> <li>○ collaboratively plans, coordinates and implements pricing activities according to store policies and procedures</li> <li>○ collaboratively plans, coordinates and implements housekeeping activities according to store policies and procedures and occupational health and safety legislation/regulations/codes of practice</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ layout and presentation</li> <li>▪ advertising and promotions</li> <li>▪ pricing/marketing down of goods including risk assessment</li> <li>▪ housekeeping for premises, fittings, fixtures and equipment</li> <li>▪ store merchandise and service range</li> <li>▪ store merchandising plan</li> <li>▪ range and availability of new products and services</li> <li>▪ customer demand and market trends</li> <li>▪ product quality standards</li> </ul> </li> <li>○ Occupational health and safety legislation/regulations/codes of practice</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Pricing procedures including Goods and Services Tax (GST) requirements</li> <li>○ Principles and techniques in                 <ul style="list-style-type: none"> <li>▪ visual merchandising</li> <li>▪ project management</li> </ul> </li> </ul> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>• Required skills <ul style="list-style-type: none"> <li>○ Providing feedback on performance</li> <li>○ Communicating store standards and expectations</li> <li>○ Report presentation</li> <li>○ Literacy skills in regard to <ul style="list-style-type: none"> <li>▪ researching, analysing and interpreting a broad range of written material</li> <li>▪ preparing reports</li> <li>▪ documenting results</li> </ul> </li> </ul> </li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail environment</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policy and procedures manuals</li> <li>▪ store merchandising plan</li> <li>▪ legislation and statutory requirements</li> <li>▪ occupational health and safety legislation/regulations/codes of practice</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, though an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Developing and implementing assessment checks requires information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Pricing trends and changes need to be communicated to relevant staff</li> <li>• <b>Planning and organising activities</b> - Coordinating store activities to complement shopping centre/retail complex promotions requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work will be applied when consulting with staff to assess customer response to space allocations</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques may be applied when developing pricing procedures</li> <li>• <b>Solving problems</b> - Problem solving skills will be applied when initiating a contingency plan in the event of merchandise or store presentation problems</li> <li>• <b>Using technology</b> - The use of technology may be applied when developing rosters/schedules and developing promotional activities</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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|--------|-----------------------------------|
| WRRO2B | MANAGE SALES AND SERVICE DELIVERY |
| RET    | Retail                            |

**DESCRIPTION: This unit encompasses the competencies required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets and marketing products and services within the culture of the overall store policy.**

| ELEMENT                                  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Maintain and improve operations</b> | 1.1 <b>Policies and procedures</b> for sales and service delivery implemented, communicated and reviewed on a regular basis<br>1.2 <b>Resource</b> allocation for the client service provision is adequate and maintained in line with <b>store policy</b><br>1.3 <b>Customer</b> complaints which have been referred by staff, resolved according to <b>store policy</b><br>1.4 Sales and service targets/plans consistent with quality and functional specifications<br>1.5 Sales and service targets/plans monitored to ensure that customer requirements are met and appropriate remedial action taken if required<br>1.6 Sales and service targets/plans communicated to relevant personnel according to implementation schedules<br>1.7 <b>Feedback</b> given to staff on operations and outcomes<br>1.8 Staff encouraged to take responsibility for meeting customer requirements<br>1.9 <b>Feedback</b> from customers sought and used to improve future operations<br>1.10 Corrective measures taken to minimise <b>factors which may cause operations to be disrupted</b><br>1.11 <b>Corrective actions</b> monitored and evaluated for effectiveness and used for future operational planning<br>1.12 Current and accurate records on sales are available to authorised personnel<br>1.13 Relevant reports interpreted and acted upon as required |
| <b>2 Negotiate supply of goods</b>       | 2.1 Arrangements with suppliers negotiated and implemented according to <b>store policies and procedures</b> and communicated to relevant personnel<br>2.2 Special pricing arrangements and <b>customer</b> payment agreements authorised and communicated to relevant staff and management personnel according to <b>store policy</b><br>2.3 Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary<br>2.4 Market factors affecting supply identified and communicated to relevant personnel<br>2.5 Complete and accurate records of <b>negotiations</b> and agreements conveyed to appropriate personnel within designated time limits<br>2.6 Immediate <b>corrective action</b> taken where potential or actual problems with supply indicated<br>2.7 New suppliers identified and developed to maintain and improve sales and service delivery  |
| <b>3 Establish customer requirements</b> | 3.1 Strategies planned and developed to enhance client service provision according to <b>store policy</b><br>3.2 <b>Customer</b> needs researched and analysed accurately in regard to local geographic and cultural issues  |

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| <b>4 Provide productive work environment</b> | <ul style="list-style-type: none"><li>4.1 Sufficient <b>supply of resources</b> of the necessary quantity and quality established and maintained to meet <b>customer</b> requirements</li><li>4.2 Access to, and use of, <b>resources</b> regulated and monitored for maximum efficiency</li><li>4.3 Staff working conditions meet current legislation and <b>store policy</b></li><li>4.4 Maintenance frequency and use of equipment conform to recommended schedules and procedures</li><li>4.5 <b>Resources</b> which do not meet requirements replaced, repaired or adapted as soon as is practicable and with minimum disruption to work activity</li><li>4.6 Recommendations for improving conditions communicated to relevant personnel within designated time frame</li><li>4.7 Complete, accurate records maintained and made available to authorised personnel</li></ul> |
|--|--|



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                      | CATEGORIES   |
|--------------------------------------|--|
| <b>Store policies and procedures</b> | in regard to <ul style="list-style-type: none"> <li>• sales and service delivery</li> </ul>  |
| <b>Policies and procedures</b>       | may involve <ul style="list-style-type: none"> <li>• service standards</li> <li>• staff presentation</li> <li>• customer complaints</li> <li>• staff induction</li> <li>• customer service and sales training</li> </ul> |
| <b>Sources of supply</b>             | may include <ul style="list-style-type: none"> <li>• people</li> <li>• external organisations</li> <li>• internal departments/teams</li> <li>• physical and mental abilities</li> </ul>                                  |
| <b>Resources</b>                     | may include <ul style="list-style-type: none"> <li>• people</li> <li>• material</li> <li>• equipment/technology</li> <li>• financial</li> <li>• external consultants</li> </ul>  |
| <b>Customers</b>                     | may include <ul style="list-style-type: none"> <li>• external</li> <li>• internal</li> </ul>   |
| <b>Service and products</b>          | may include <ul style="list-style-type: none"> <li>• current</li> <li>• potential</li> </ul>   |

|  |   |
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| <b>Negotiations</b>                                    | <p>may be conducted by</p> <ul style="list-style-type: none"> <li>• face to face contact</li> <li>• correspondence</li> <li>• meetings</li> <li>• telephone</li> <li>• email</li> </ul>   |
| <b>Specifications for services and products</b>        | <p>may involve</p> <ul style="list-style-type: none"> <li>• quality</li> <li>• quantity</li> <li>• coverage/content</li> <li>• time schedules/scales</li> <li>• cost</li> </ul>   |
| <b>Specifications</b>                                  | <p>may include</p> <ul style="list-style-type: none"> <li>• customer agreements</li> <li>• operational means for meeting agreements</li> <li>• specific functional duties within the organisation</li> </ul>  |
| <b>Specifications, recommendations and information</b> | <p>may be communicated to</p> <ul style="list-style-type: none"> <li>• higher level managers</li> <li>• subordinates</li> <li>• colleagues, specialists, staff from other departments</li> <li>• external organisations which have a health, safety or environmental responsibility</li> <li>• government bodies</li> </ul> |
| <b>Feedback</b>  | <p>may be sought and given</p> <ul style="list-style-type: none"> <li>• verbally</li> <li>• in writing</li> </ul>   |
| <b>Analysis methods</b>                                | <p>may be</p> <ul style="list-style-type: none"> <li>• quantitative</li> <li>• qualitative</li> </ul>   |
| <b>Factors which disrupt operations</b>                | <p>may include</p> <ul style="list-style-type: none"> <li>• supply</li> <li>• operational resources</li> <li>• quality of materials</li> </ul>  |

|  |   |
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| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|  |  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to monitor, maintain and improve sales and service delivery</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ maintain, monitor and evaluate sales and service delivery</li> <li>○ communicate sales and service targets/plans and provides feedback on operations and outcomes to relevant personnel</li> <li>○ proactively improves sales and service delivery operations</li> <li>○ interpret and maintain data on sales and services delivery</li> <li>○ negotiate and arrange supply of goods according to store policies and procedures</li> <li>○ authorise pricing and payment agreements according to store policies and procedures</li> <li>○ maintain, monitor and evaluate supply of stock</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ sales and service delivery</li> <li>▪ supply specifications</li> <li>▪ quality assurance and control</li> <li>▪ stock maintenance of control</li> <li>▪ pricing</li> </ul> </li> <li>○ Store merchandise and service range</li> <li>○ Store merchandising plan</li> <li>○ Range and availability of new products and services</li> <li>○ Customer demand and market trends</li> <li>○ Product quality standards</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Occupational health and safety legislation/regulations/codes of practice</li> <li>○ Pricing procedures including Goods and Services Tax (GST) requirements</li> <li>○ Principles and techniques in                 <ul style="list-style-type: none"> <li>▪ purchasing and supply specifications</li> <li>▪ stock control</li> </ul> </li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Interpersonal communication skills</li> <li>○ Negotiation skills</li> <li>○ Presentation skills</li> <li>○ Using new technology</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>○ Literacy skills in regard to <ul style="list-style-type: none"> <li>▪ researching, analysing and interpreting a broad range of written material</li> <li>▪ preparing reports</li> <li>▪ documenting results</li> </ul> </li> <li>○ Numeracy skills in regard to <ul style="list-style-type: none"> <li>▪ interpreting and maintaining data</li> </ul> </li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policy and procedures manuals</li> <li>▪ sales and service delivery targets/plans</li> <li>▪ records of sales service</li> <li>▪ legislation and statutory requirements</li> <li>▪ industry codes of practice</li> <li>▪ occupational health and safety legislation/regulations/codes of practice</li> </ul> </li> <li>○ access to suppliers</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Monitoring sales and service targets/plans requires information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - By communicating policies and procedures to suppliers, staff and management</li> <li>• <b>Planning and organising activities</b> - Through identifying suppliers, monitoring stock and pricing arrangements</li> <li>• <b>Working with teams and others</b> - Communicating with staff and maintaining sales and service requires team work</li> <li>• <b>Using mathematical ideas and techniques</b> - Maintaining sales and service targets/plans requires use of mathematical ideas and techniques</li> <li>• <b>Solving problems</b> - Identifying and resolving customer complaints requires problem solving skills</li> <li>• <b>Using technology</b> - Completing accurate records and maintaining equipment requires use of technology</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                   |
|--------|-------------------|
| WRRO5B | CONTROL INVENTORY |
|        |                   |
| RET    | Retail            |

**DESCRIPTION:** This unit covers the skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise and managing stock control.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Manage receipt, dispatch and storage of merchandise</b> | 1.1 Merchandise received, dispatched and stored according to store policies and procedures<br>1.2 Cost effective and efficient methods for goods movement determined according to <b>store policy</b><br>1.3 Maintenance procedures for storage areas and equipment implemented according to <b>store policy</b>  |
| <b>2 Manage stock control</b>                                | 2.1 <b>Store policies and procedures</b> implemented in regard to stock control and inventories<br>2.2 <b>Store procedures</b> established and implemented to monitor and control stock levels<br>2.3 Budgeted stock levels maintained<br>2.4 <b>Stocktaking procedures</b> established and implemented<br>2.5 Contingency plans established and implemented in regard to stock delivery items<br>2.6 Reports on stock inventories accurately documented and prepared |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                          | CATEGORIES   |
|--|--|
| <b>Store policies and procedures</b>     | in regard to <ul style="list-style-type: none"> <li>• receipt of goods from suppliers</li> <li>• dispatch of goods</li> <li>• shrinkage prevention</li> <li>• waste controls</li> <li>• secure storage</li> <li>• stock control and inventories</li> </ul>   |
| <b>Stocktaking procedures</b>            | may include <ul style="list-style-type: none"> <li>• stock control</li> <li>• stock levels</li> <li>• cyclical counts</li> <li>• minimisation of out-of-date stock</li> <li>• quality control</li> </ul>   |
| <b>Contingency plans</b>                 | may include <ul style="list-style-type: none"> <li>• breakdowns</li> <li>• delays</li> <li>• floods</li> <li>• breakages</li> </ul>  |
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



**Evidence Guide**

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

|   |  |
|---|--|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to control inventory in a retail environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ plan, coordinate and implement activities associated with receipt, dispatch, storage and movement of merchandise according to store policies and procedures, including occupational health and safety policies and guidelines</li> <li>○ implement maintenance procedures for storage areas and equipment according to store policy</li> <li>○ plan, coordinate and implement activities associated with stock control, including                 <ul style="list-style-type: none"> <li>▪ monitoring and controlling stock levels</li> <li>▪ establishing and maintaining stocktaking procedures</li> <li>▪ documenting and reporting on inventories according to store policies and procedures</li> </ul> </li> </ul> </li> </ul>   |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ receipt of goods from suppliers</li> <li>▪ dispatch of goods</li> <li>▪ shrinkage prevention</li> <li>▪ waste controls</li> <li>▪ safety controls</li> <li>▪ secure storage in an appropriate environment</li> <li>▪ equipment used to move stock</li> </ul> </li> <li>○ Store systems and equipment for stock recording and control</li> <li>○ Inventory control</li> <li>○ Storage security</li> <li>○ Licensing requirements for operating moving equipment (if applicable)</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Occupational health and safety legislation/regulations/codes of practice</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Stocktaking procedures</li> <li>○ Record maintenance</li> <li>○ Literacy skills in regard to                 <ul style="list-style-type: none"> <li>▪ documenting and recording</li> </ul> </li> <li>○ Numeracy skills in regard to</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>▪ interpreting data and cost effectiveness/efficiency</li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policies and procedures on inventory control</li> <li>▪ legislation and statutory requirement</li> <li>▪ industry codes of practice</li> <li>▪ occupational health and safety legislation/regulations/codes of practice</li> </ul> </li> <li>○ access to <ul style="list-style-type: none"> <li>▪ a stock control system</li> <li>▪ stock control equipment</li> <li>▪ a team</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 3                           | 3                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Establishing procedures to monitor and control stock levels requires information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Implementing stock taking procedures requires communication of ideas and information</li> <li>• <b>Planning and organising activities</b> - Developing contingency plans requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work will be required to implement store policies and procedures in regard to stock control</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques will be applied when developing reports on stock inventories</li> <li>• <b>Solving problems</b> - Developing contingency plans in regard to stock delivery times will require problem solving skills</li> <li>• <b>Using technology</b> - The use of technology will be applied when developing reports on stock inventories</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                            |
|--------|----------------------------|
| WRRS1B | SELL PRODUCTS AND SERVICES |
| RET    | Retail                     |

**DESCRIPTION:** This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

| ELEMENT                               | PERFORMANCE CRITERIA   |
|---------------------------------------|--|
| <b>1 Apply product knowledge</b>      | 1.1 Knowledge of the use and application of relevant <b>products</b> and services demonstrated according to store policy and legislative requirements<br>1.2 Product knowledge developed by accessing relevant sources in information  |
| <b>2 Approach client</b>              | 2.1 Timing of <b>customer</b> approach determined and applied<br>2.2 Effective <b>sales approach</b> identified and applied<br>2.3 Positive impression conveyed to arouse <b>customer</b> interest<br>2.4 Knowledge of <b>customer</b> buying behaviour demonstrated   |
| <b>3 Gather information</b>           | 3.1 Questioning techniques applied to determine <b>customer</b> buying motives<br>3.2 Listening skills used to determine <b>customer</b> requirements<br>3.3 Non verbal communication cues interpreted and clarified<br>3.4 <b>Customers identified</b> by name where possible<br>3.5 <b>Customers</b> directed to specific merchandise  |
| <b>4 Sell benefits</b>                | 4.1 <b>Customer</b> needs matched to appropriate <b>products</b> and services<br>4.2 Knowledge of products' features and benefits communicated clearly to <b>customers</b><br>4.3 <b>Product</b> use and safety requirements described to <b>customers</b><br>4.4 <b>Customers</b> referred to appropriate <b>product</b> specialist as required<br>4.5 Routine <b>customer</b> questions about <b>merchandise</b> are answered accurately and honestly or referred to more experienced senior sales staff |
| <b>5 Overcome objections</b>          | 5.1 <b>Customer</b> objections identified and accepted<br>5.2 Objections categorised into price, time and <b>merchandise</b> characteristics<br>5.3 Solutions offered according to <b>store policy</b><br>5.4 Problem solving applied to overcome <b>customer</b> objections   |
| <b>6 Close sale</b>                   | 6.1 <b>Customer</b> buying signals monitored, identified and responded to appropriately<br>6.2 <b>Customer</b> encouraged to make purchase decisions<br>6.3 Appropriate method of closing sale selected and applied  |
| <b>7 Maximise sales opportunities</b> | 7.1 Opportunities for making additional sales recognised and applied<br>7.2 <b>Customer</b> advised of complementary <b>products</b> or services according to <b>customer's</b> identified need<br>7.3 Personal sales outcomes reviewed to maximise future sales   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>             | <b>CATEGORIES</b>  |
|------------------------------------|--|
| <b>Store policy and procedures</b> | in regard to <ul style="list-style-type: none"> <li>• selling products and services</li> </ul>   |
| <b>Customers</b>                   | may include <ul style="list-style-type: none"> <li>• people with routine or special needs</li> <li>• regular or new customers</li> <li>• people from a range of social, cultural or ethnic backgrounds and physical and mental abilities</li> </ul>    |
| <b>Product knowledge</b>           | may include <ul style="list-style-type: none"> <li>• warranties</li> <li>• features and benefits</li> <li>• use-by dates</li> <li>• handling/storage requirements</li> <li>• stock availability</li> <li>• safety features</li> <li>• price</li> </ul> |
| <b>Selling</b>                     | selling may involve <ul style="list-style-type: none"> <li>• face to face</li> <li>• over the telephone</li> <li>• over the Internet</li> </ul>  |
| <b>Routine customer questions</b>  | may relate to <ul style="list-style-type: none"> <li>• price and price reductions</li> <li>• quality</li> <li>• features and benefits</li> </ul>   |

|  |   |
|--|---|
| <b>Legislative requirements</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• Trade Practices Act</li> <li>• tobacco laws</li> <li>• liquor laws</li> <li>• sale of second hand goods</li> <li>• occupational health and safety</li> <li>• industry codes of practice</li> <li>• Lottery Acts</li> </ul>  |
| <b>Relevant sources of information</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• relevant staff members</li> <li>• store or supplier product manuals</li> <li>• product profiles</li> <li>• videos</li> <li>• demonstrations</li> <li>• labels</li> <li>• store tours</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to sell products and services in a retail environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ apply product knowledge and use an appropriate sales approach to sell the benefits of products, overcome objections and close sales</li> <li>○ use questioning, listening and observation skills to accurately determine customer requirements</li> <li>○ consistently applies store policies and procedures in regard to selling products and services</li> <li>○ maximise sales opportunities according to store policies and procedures</li> <li>○ consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services</li> <li>○ evaluate personal sales performance to maximise future sales</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ selling products and services</li> <li>▪ allocated duties and responsibilities</li> </ul> </li> <li>○ Store merchandise and service range</li> <li>○ Specific product knowledge for area/section</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Customer types and needs including                 <ul style="list-style-type: none"> <li>▪ customer buying motives</li> <li>▪ customer behaviour and cues</li> <li>▪ individual and cultural differences</li> <li>▪ demographics/lifestyle/income</li> <li>▪ types of customer needs, eg, functional, psychological</li> </ul> </li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Selling techniques including                 <ul style="list-style-type: none"> <li>▪ opening techniques</li> <li>▪ buying signals</li> <li>▪ strategies to focus on specific merchandise</li> <li>▪ adds ons and complimentary sales</li> <li>▪ overcoming customer objections</li> <li>▪ closing techniques</li> </ul> </li> <li>○ Verbal and non verbal communication skills</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Handling difficult customers</li> <li>○ Negotiation skills</li> <li>○ Sales performance appreciation</li> <li>○ Questioning/listening/observation</li> <li>○ Literacy skills in regard to <ul style="list-style-type: none"> <li>▪ reading and understanding product information</li> <li>▪ reading and understanding store policies and procedures</li> <li>▪ recording information</li> </ul> </li> <li>○ Numeracy skills in regard to <ul style="list-style-type: none"> <li>▪ handling of tender</li> <li>▪ weighing and measuring goods</li> </ul> </li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policy and procedures manuals</li> </ul> </li> <li>○ a range of merchandise and products appropriate to the retail workplace</li> <li>○ product labels and sources of product information</li> </ul> </li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>● Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>● Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>   |



| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | 1                           | 1                                   | 1              | -              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Establishing customer requirements requires information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Relaying product features and benefits to customers requires the communication of ideas and information</li> <li>• <b>Planning and organising activities</b> - Identifying opportunities to make additional sales requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work will be applied when referring to other staff members or seeking product information</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques may be required when reviewing personal sales outcomes</li> <li>• <b>Solving problems</b> - Problem solving skills may be applied when overcoming customer objections</li> <li>• <b>Using technology</b> - The use of technology may not be required in this unit</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                                 |
|--------|---------------------------------|
| WRRS2B | ADVISE ON PRODUCTS AND SERVICES |
|        |                                 |
| RET    | Retail                          |

**DESCRIPTION:** This unit builds on unit WRRS1B Sell products and services. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Develop product/service knowledge</b>       | 1.1 Product knowledge developed and maintained according to store policy and legislative requirements<br>1.2 Product knowledge conveyed to other staff members as required<br>1.3 Comparisons between products and services researched and applied<br>1.4 Knowledge of competitors' product and service range and pricing structure demonstrated |
| <b>2 Recommend specialised products/services</b> | 2.1 Merchandise evaluated according to <i>customer</i> requirements<br>2.2 Features and benefits of products and services demonstrated to <i>customer</i> to create a buying environment<br>2.3 Detailed <i>specialised knowledge of product</i> applied to provide accurate advice to <i>customers</i>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>             | <b>CATEGORIES</b>  |
|------------------------------------|--|
| <b>Store policy and procedures</b> | in regard to <ul style="list-style-type: none"> <li>• selling products and services</li> </ul>   |
| <b>Legislative requirements</b>    | may include <ul style="list-style-type: none"> <li>• Trade Practices Act</li> <li>• tobacco laws</li> <li>• liquor laws</li> <li>• Lottery Acts</li> <li>• industry codes of practice</li> <li>• occupational health and safety</li> <li>• sale of second hand goods</li> <li>• sale of X and R rated products</li> <li>• trading hours</li> <li>• transport, storage and handling of goods</li> </ul> |
| <b>Product knowledge</b>           | may include <ul style="list-style-type: none"> <li>• brand options</li> <li>• product features/benefits</li> <li>• warranties</li> <li>• safety features</li> </ul>  |
| <b>Product knowledge</b>           | may be developed and maintained by <ul style="list-style-type: none"> <li>• accessing the Internet</li> <li>• attending product launches</li> <li>• attending product seminars</li> <li>• discussions with staff members</li> <li>• accessing product information booklets/pamphlets</li> </ul>  |
| <b>Pricing structure</b>           | may include <ul style="list-style-type: none"> <li>• sales reductions</li> <li>• pricing procedures including Goods and Services Tax (GST) requirements</li> <li>• mark downs</li> </ul>   |

|  |   |
|--|---|
| <b>Customers</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• people with routine or special requests</li> <li>• people with special needs</li> <li>• regular and new customers</li> <li>• people from a range of social, cultural or ethnic backgrounds and physical and mental abilities</li> </ul>   |
| <b>Customer requirements</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• specific brand</li> <li>• sizing</li> <li>• quality</li> <li>• quantity</li> <li>• price range</li> <li>• usage</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to advise on products and services</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to</li> <li>• Competency in this unit requires that the candidate             <ul style="list-style-type: none"> <li>○ consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services</li> <li>○ develop, maintain and convey product knowledge to customers</li> <li>○ apply detailed and specialised product knowledge to provide accurate advice according to the needs of the customers</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Specialised product knowledge including                 <ul style="list-style-type: none"> <li>▪ warranties</li> <li>▪ benefits and features</li> <li>▪ shelf life/use-by dates</li> <li>▪ storage requirements</li> <li>▪ ingredients or materials contained in product</li> <li>▪ product/ingredient origins</li> <li>▪ care and handling of products</li> <li>▪ corresponding or complementary products and services</li> <li>▪ stock availability</li> </ul> </li> <li>○ Store/industry manuals and documentation</li> <li>○ Stock and merchandise range</li> <li>○ Service range</li> <li>○ Procedures for taking orders</li> <li>○ Pricing procedures including Goods and Services Tax (GST) requirements</li> <li>○ Other relevant policies and procedures</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Interpersonal communication skills</li> <li>○ Using a range of communication/electronic equipment</li> <li>○ Accessing relevant product/service information</li> <li>○ Literacy skills in regard to                 <ul style="list-style-type: none"> <li>▪ reading and understanding product information</li> <li>▪ reading and understanding store policies and procedures</li> <li>▪ recording information</li> </ul> </li> <li>○ Numerical skills in regard to</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>▪ estimating and calculating costs relevant to pricing products</li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ access to a range of stock and merchandise</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ price lists</li> <li>▪ store policy and procedures manuals</li> </ul> </li> <li>○ a range of communication equipment</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>                       |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 1                          | 1                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Developing product knowledge requires information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Recommending specialised products to customers requires ideas and information to be communicated</li> <li>• <b>Planning and organising activities</b> - Developing knowledge of competitor's products and services may require activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work may be required when developing and relaying product knowledge to other team members</li> <li>• <b>Using mathematical ideas and techniques</b> - Making comparisons with competitor's pricing structure will require the use of mathematical ideas and techniques</li> <li>• <b>Solving problems</b> - Problem solving will be applied when evaluating merchandise according to customer requirements</li> <li>• <b>Using technology</b> - The use of technology will be applied when developing product knowledge through accessing the Internet</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|        |                              |
|--------|------------------------------|
| WRRS3B | COORDINATE SALES PERFORMANCE |
|        |                              |
| RET    | Retail                       |

**DESCRIPTION:** This unit encompasses the competencies required to implement sales policies and procedures in regard to sales transactions. It also involves monitoring and providing feedback on the achievement of sales targets.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Implement sales policies and procedures</b> | 1.1 <b>Store policies and procedures</b> and relevant legislation in regard to selling implemented and monitored<br>1.2 <b>Store policies and procedures</b> implemented and monitored in regard to sales transactions<br>1.3 <b>Team</b> monitored to ensure information is entered into point of sale equipment accurately<br>1.4 <b>Team</b> monitored to ensure goods are moved through point of sale area efficiently and safely<br>1.5 <b>Team</b> monitored to ensure that <b>products</b> and services are matched to <b>customer</b> needs |
| <b>2 Monitor achievement of sales targets</b>    | 2.1 Individual and department sales targets monitored and recorded according to <b>store policy</b><br>2.2 Store sales results monitored and recorded in line with sales targets<br>2.3 Feedback provided to management and staff on sales performance in relation to sales targets and planning  |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                         | CATEGORIES   |
|---|--|
| <b>Store policies and procedures</b>    | <p>in regard to</p> <ul style="list-style-type: none"> <li>• selling products and services</li> <li>• sales transactions</li> <li>• reporting</li> </ul>   |
| <b>Relevant legislation</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• Trade Practices Act</li> <li>• tobacco laws</li> <li>• liquor laws</li> <li>• pricing procedures including Goods and Services Tax (GST) requirements</li> <li>• sale of second hand goods</li> <li>• sale of X and R rated products</li> <li>• Lottery Acts</li> <li>• industry codes of practice</li> <li>• occupational health and safety</li> </ul> |
| <b>Handling techniques</b>              | <p>may vary according to</p> <ul style="list-style-type: none"> <li>• stock characteristics</li> <li>• industry codes of practice</li> </ul>   |
| <b>Sales transactions</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• cash</li> <li>• Electronic Funds Transfer Point Of Sale</li> <li>• cheque</li> <li>• credit card/store card</li> <li>• lay-by</li> </ul>   |
| <b>Feedback to management and staff</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• presentations</li> <li>• reports</li> <li>• informal meetings</li> <li>• email</li> <li>• financial reports</li> <li>• business documents</li> <li>• records of store sales</li> </ul>   |

|  |   |
|--|---|
| <b>Customers</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• regular and new customers</li> <li>• people with special requests, special needs and routine requirements</li> <li>• people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul>  |
| <b>Selling</b>                           | <p>may include</p> <ul style="list-style-type: none"> <li>• face to face</li> <li>• telephone</li> <li>• Internet</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to implement sales policies and procedures in regard to sales transactions</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ consistently applies store policies and procedures and industry codes of practice in regard to client service and selling products and services</li> <li>○ implement and monitor store policies and procedures in relation to sales transactions, including non cash sales and variations to standard sales transactions</li> <li>○ monitor and provide feedback to management and staff on sales performance in relation to sales targets and planning</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ external and internal customer contact</li> <li>▪ selling products and services</li> <li>▪ allocated duties and responsibilities</li> </ul> </li> <li>○ Store merchandise and services</li> <li>○ Customer profile</li> <li>○ Location of store departments</li> <li>○ Store/department sales target</li> <li>○ Factors that enhance sales performance</li> <li>○ Stock control procedures</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Relevant occupational health and safety requirements</li> <li>○ Pricing procedures including Goods and Services Tax (GST) requirements</li> <li>○ Principles and techniques of interpersonal communication</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Interpersonal communication skills including                 <ul style="list-style-type: none"> <li>▪ giving feedback</li> <li>▪ coaching</li> <li>▪ performance analysis</li> <li>▪ questioning/listening/observation</li> <li>▪ group presentation</li> <li>▪ team motivation</li> <li>▪ negotiation</li> <li>▪ verbal and non verbal communication</li> <li>▪ team leadership</li> </ul> </li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Literacy skills in regard to <ul style="list-style-type: none"> <li>▪ business documents</li> <li>▪ financial reports</li> </ul> </li> <li>○ Numeracy skills in regard to <ul style="list-style-type: none"> <li>▪ margins</li> <li>▪ mark downs/mark ups</li> <li>▪ gross profit</li> <li>▪ basic budgeting against sales and costs</li> </ul> </li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail environment</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policy and procedures manuals</li> <li>▪ individual/department sales targets and results</li> <li>▪ reporting proformas</li> <li>▪ legislation and statutory requirements</li> </ul> </li> <li>○ point of sale equipment and materials</li> </ul> </li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>● Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>● Evidence should include products, processes and procedures from the workplace context. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Monitoring team and sales targets requires information to be collected, analysed and organised</li> <li>• <b>Communicating ideas and information</b> - Providing feedback to management requires the communication of ideas and information</li> <li>• <b>Planning and organising activities</b> - Monitoring and recording sales results requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Monitoring and providing feedback to staff members requires team work</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques will be applied when recording sales targets and results</li> <li>• <b>Solving problems</b> - Ensuring that products and services match customer needs requires problem solving skills to be applied</li> <li>• <b>Using technology</b> - Recording sales targets and results will require use of technology</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|          |  |
|----------|--|
| WRRSS10B | RECOMMEND SPORTING PRODUCTS AND SERVICES |
| RET      | Retail                                   |

**DESCRIPTION:** This unit builds on unit WRRS2B Advise on products and services. It includes the application of product knowledge to provide advice to customers and other sales staff with regard to brand options, design features, warranties, performance and maintenance of sporting goods and equipment along with measuring and fitting sporting apparel.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Research store sporting products range</b> | 1.1 Product knowledge developed by accessing <i>relevant sources of information</i><br>1.2 Products correctly identified according to relevant <i>product information</i><br>1.3 Operation and/or assembly of store products accurately demonstrated<br>1.4 Knowledge of availability and use of appropriate product accessories and spare parts demonstrated<br>1.5 Knowledge of specific sizing and fitting requirements of products accurately demonstrated                             |
| <b>2 Recommend sporting products</b>            | 2.1 Sporting products correctly evaluated according to customer requirements<br>2.2 Relationship between risk factor and activity explained to <i>customers</i><br>2.3 Products recommended appropriate to sport, <i>customer requirements</i> and <i>legislative requirements</i><br>2.4 Safe use and relevant safety requirements of the product explained to the customer<br>2.5 Working range, maintenance and care of sporting products explained to customers as relevant to product |
| <b>3 Measure and fit sporting products</b>      | 3.1 Correct measuring, fitting and sizing procedures applied for specific products<br>3.2 Accurate and correct use of measuring tools demonstrated<br>3.3 Differences in sizes and application of sporting products conveyed to customers  |
| <b>4 Advise on manufacturer's warranties</b>    | 4.1 Comparisons between product/manufacturer's warranty terms clearly explained to customers<br>4.2 Individual product warranty terms and conditions confirmed by consulting relevant sources of information and accurately conveyed to customers<br>4.3 Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to <i>store policies and procedures</i>                           |

|   |  |
|---|--|
| <b>5 Advise and arrange sporting services</b> | <ul style="list-style-type: none"><li>5.1 Knowledge of sport and <b>sporting services</b> accurately conveyed to clients</li><li>5.2 Service/repair process identified and accurately described to customer as required, according to store policy</li><li>5.3 Price and timelines for basic service/repairs identified and quoted to customer where applicable</li><li>5.4 Customer details identified and accurately transcribed to repair form, according to store procedures and legal requirements</li><li>5.5 Item for repair labelled and securely stored according to store policy</li><li>5.6 Customer notified without undue delay on arrival/completion of service/repair</li><li>5.7 Hire service information conveyed to customers where appropriate</li><li>5.8 Product hire arranged according to store policy and procedures</li></ul> |
|---|--|

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                        | CATEGORIES  |
|--|---|
| <b>Store policies and procedures</b>   | in regard to <ul style="list-style-type: none"> <li>• selling sporting products and services</li> </ul>   |
| <b>Store merchandise range</b>         | may include <ul style="list-style-type: none"> <li>• hard goods for team sports, including               <ul style="list-style-type: none"> <li>○ netball</li> <li>○ basketball</li> <li>○ cricket</li> <li>○ hockey</li> <li>○ baseball/softball</li> <li>○ football/soccer</li> </ul> </li> <li>• individual sports, including               <ul style="list-style-type: none"> <li>○ athletics</li> <li>○ swimming</li> <li>○ golf</li> <li>○ tennis</li> <li>○ boxing</li> <li>○ bowls</li> </ul> </li> <li>• water sports, including               <ul style="list-style-type: none"> <li>○ body boards</li> <li>○ snorkels</li> <li>○ body suits</li> </ul> </li> <li>• fishing and gear</li> <li>• climbing equipment and gear</li> <li>• ski equipment and gear</li> <li>• camping equipment and gear</li> <li>• ski equipment and gear</li> <li>• hiking equipment and gear</li> <li>• exercise/weight training equipment</li> <li>• bicycles/skateboards/roller blades and equipment</li> <li>• sporting footwear and clothing</li> <li>• sporting accessories</li> </ul> |
| <b>Relevant sources of information</b> | may include <ul style="list-style-type: none"> <li>• suppliers product leaflets</li> <li>• store information and product manuals</li> <li>• manufacturer's brochures and warranties information</li> <li>• personal use</li> <li>• customer feedback</li> <li>• designated staff members</li> <li>• contacting suppliers direct</li> <li>• Internet</li> </ul>  |



|                                 |  |
|---------------------------------|--|
| <b>Product information</b>      | <p>may include</p> <ul style="list-style-type: none"> <li>• brand options</li> <li>• type</li> <li>• function</li> <li>• quality</li> <li>• design features</li> <li>• strength/capacity</li> <li>• technical features</li> <li>• safety features</li> <li>• durability</li> <li>• manufacturing process and materials</li> <li>• price range</li> </ul> |
| <b>Sporting services</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• relevant sporting organisations</li> <li>• competitions</li> <li>• venues</li> <li>• tuition</li> <li>• sporting attractions</li> <li>• product service and repairs</li> <li>• product hiring</li> </ul>   |
| <b>Customer requirements</b>    | <p>may include</p> <ul style="list-style-type: none"> <li>• level of sporting ability</li> <li>• experience</li> <li>• customers period of use</li> <li>• specific use</li> <li>• body shape and size</li> <li>• fitness</li> <li>• general health</li> <li>• expertise</li> <li>• age group</li> </ul>  |
| <b>Legislative requirements</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• consumer law</li> <li>• occupational health and safety</li> <li>• Trade Practices and Fair Trading Acts</li> <li>• manual handling</li> <li>• pricing procedures including Goods and Services Tax (GST) requirements</li> </ul>  |

|  |   |
|--|---|
| <b>Customers</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• people with routine or special requests</li> <li>• people with special needs</li> <li>• people from a range of social, cultural or ethnic backgrounds and physical and mental abilities</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to recommend sporting products and services</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ continually updates and applies product knowledge to provide comprehensive advise to customers and staff, including technical information</li> <li>○ consistently applies store policies and procedures and industry codes of practice in regard to sales/customer service procedures</li> <li>○ advise customers and informs sales team members of design and safety features, benefits and performance characteristics of store range of sporting goods</li> <li>○ advise on stock availability, warranties and price/payment options</li> <li>○ demonstrates correct measuring, sizing and fitting of sporting apparel, according to store procedures</li> <li>○ advise on, negotiates and arranges sporting goods services and product repairs in accordance with store policy and procedures</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Store policies and procedures in regard to                 <ul style="list-style-type: none"> <li>▪ sales/customer service</li> <li>▪ methods of dealing with special needs/requests of customers</li> <li>▪ customer complaints</li> </ul> </li> <li>○ Manufacturers technical information/specifications for store range of sporting goods and accessories</li> <li>○ Store range of sporting goods service and repair capabilities</li> <li>○ Sporting activities and risk factors</li> <li>○ Pricing procedures including Goods Services Tax (GST) requirements</li> <li>○ Relevant legislation and statutory requirements</li> <li>○ Relevant industry codes of practice</li> <li>○ Relevant occupational health and safety legislation/regulations/codes of practice</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Communication skills</li> <li>○ Handling customers with special needs, including difficult or abusive customers</li> <li>○ Operating/demonstrating store range of sporting goods and accessories</li> <li>○ Literacy skills in regard to</li> </ul> </li> </ul>      |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>▪ reading and understanding product information</li> <li>○ Numeracy skills in regard to <ul style="list-style-type: none"> <li>▪ measuring, fitting and sizing sporting apparel</li> </ul> </li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ a retail work environment</li> <li>○ relevant sources of product information</li> <li>○ relevant documentation such as <ul style="list-style-type: none"> <li>▪ store policy and procedures manuals</li> <li>▪ industry codes of practice and relevant legislation</li> <li>▪ occupational health and safety legislation/regulations/codes of practice</li> </ul> </li> <li>○ an appropriate range of sporting goods, apparel and accessories</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• For valid and reliable assessment of this unit evidence should be gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process</li> <li>• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit or a cluster of units of competency. The candidate will be required to apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies, and to integrate knowledge and skills critical to demonstrating competence in this unit</li> <li>• Evidence should include products, processes and procedures from the workplace. Evidence might include observation of the person in the workplace, third party reports from a supervisor, customer feedback, answers to questions about specific skills and knowledge</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - By identifying customer requirements and evaluating relevant products to determine suitability</li> <li>• <b>Communicating ideas and information</b> - By establishing customer requirements and recommending appropriate products and services</li> <li>• <b>Planning and organising activities</b> - Researching the store product range requires activities to be planned and organised</li> <li>• <b>Working with teams and others</b> - Team work is required when developing product knowledge</li> <li>• <b>Using mathematical ideas and techniques</b> - Mathematical ideas and techniques will be required when measuring and fitting sporting products</li> <li>• <b>Solving problems</b> - Problem solving skills will be required when establishing service/repair required</li> <li>• <b>Using technology</b> - Accessing relevant information may require use of technology</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



# **RISK MANAGEMENT**





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|            |                 |
|------------|-----------------|
| BSBMGT609A | MANAGE RISK     |
|            |                 |
| RIK        | Risk Management |

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

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

| ELEMENT                                 | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Develop risk management plan</b>   | 1.1 Strategic position and policy on <i>risk management</i> are analysed and interpreted<br>1.2 Organisation is audited to identify risk management context and potential areas of risk<br>1.3 Organisational capacity to reduce/control the likelihood of both incidents and consequences is analysed<br>1.4 <i>Risk register</i> is developed incorporating a probability/consequence matrix<br>1.5 <i>Risk management</i> policies are documented and include provisions for training/education of all relevant groups and individuals<br>1.6 Access to <i>external specialist assistance</i> is identified within the plan<br>1.7 Procedures for on-going identification of <i>risks</i> are established |
| <b>2 Implement risk management plan</b> | 2.1 Monitoring of activities to identify potential risk is undertaken continuously<br>2.2 Sources of risk are clearly documented and analysed<br>2.3 <i>Risks</i> are examined in terms of the criteria in the risk management plan<br>2.4 <i>Risks</i> classified as low/acceptable are placed on a monitor/review watch list<br>2.5 <i>Risks</i> that are unacceptable are eliminated wherever practicable<br>2.6 <i>Risks</i> that cannot be eliminated are mitigated/minimised in accordance with the <i>risk management</i> plan<br>2.7 Strategies for risk minimisation are documented   |
| <b>3 Evaluate risk management plan</b>  | 3.1 Procedures are in place to review <i>risk management</i> activities regularly<br>3.2 Activities which do not achieve their objectives/performance outcomes are examined to determine cause<br>3.3 Incidents which occur that indicate a <i>near miss</i> are analysed and the <i>risk management</i> plan reviewed on each occasion<br>3.4 Evaluation of <i>risk management</i> is a key component of all projects/activities  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Risk management</b>   | means <ul style="list-style-type: none"> <li>• the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur</li> </ul>   |
| <b>Risk register</b>   | refers to <ul style="list-style-type: none"> <li>• a register of all identified risks and documentation of the strategies/plans in place to deal with any event/incident which might occur</li> </ul>   |
| <b>Relevant groups and individuals</b>                                     | refer to <ul style="list-style-type: none"> <li>• those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process</li> </ul>  |
| <b>External specialist assistance</b>                                      | means <ul style="list-style-type: none"> <li>• any group or individual in the community who has the expertise to assist the organisation to deal with any event/incident which may occur</li> </ul>   |
| <b>Risks</b>   | may include <ul style="list-style-type: none"> <li>• Occupational Health &amp; Safety (including disease)</li> <li>• environmental</li> <li>• product failure</li> <li>• financial/economic loss/failure</li> <li>• damage to property/equipment</li> <li>• industrial disputation</li> <li>• professional incompetence</li> <li>• natural disasters</li> <li>• security failure (including criminal or terrorist activities)</li> <li>• equipment/system failures</li> <li>• political events</li> </ul> |

|  |   |
|--|---|
| <b>Near miss</b>                         | refers to <ul style="list-style-type: none"><li>• any event or incident which, in other circumstances, may have resulted in an injury to a person, damage to property of some other negative impact on the organisation or the community</li></ul>  |
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the development, implementation and evaluation of a risk management plan for the organisation</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ understand this unit is about managing risk, it is not about being an expert in every facet of the business and/or doing all of the risk management planning and implementation.</li> <li>○ demonstrate clear evidence of a systematic approach to the identification of risk in each of the relevant categories and the development of plans to eliminate, isolate or protect people (and/or equipment) in the event of the potential negative event occurring</li> <li>○ Occupational Health and Safety considerations may include                 <ul style="list-style-type: none"> <li>▪ review and evaluation of previous Occupational Health and Safety plans and programs</li> <li>▪ implementation of Occupational Health and Safety systems for projects</li> <li>▪ use of participative arrangements for review of Occupational Health and Safety in operational performance</li> <li>▪ development and review of Occupational Health and Safety performance targets</li> <li>▪ framework and components of Occupational Health and Safety management system, its structures and performance</li> <li>▪ systemic review procedures</li> </ul> </li> </ul> </li> <li>• Persons and organisations engaged in assessing managers in this unit need to themselves have appropriate qualifications and experience in risk management as well as assessment</li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBMGT610A Manage environmental management systems</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Strategic, tactical and operational plans of the organisation</li> <li>○ Organisational capability to deal with events/incidents</li> <li>○ Disaster/emergency/evacuation plans</li> <li>○ Legal requirements for operating the business</li> <li>○ Relevant awards and industrial agreements</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Workplace standards for Occupational Health and Safety and environmental requirements</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input</li> <li>○ Conflict management skills to mediate, negotiate and/or attempt to obtain consensus between individuals/groups in conflict situations which are dysfunctional in relation to the organisation's performance</li> <li>○ Process analysis skills to identify potential risks/hazards of any type</li> <li>○ Problem solving skills to deal effectively with risks and hazards as identified</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul>                 |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To conduct the risk management audit</li> <li>• <b>Communicating ideas and information</b> - To educate managers about the importance of the risk management plan</li> <li>• <b>Planning and organising activities</b> - To develop appropriate mitigation strategies</li> <li>• <b>Working with teams and others</b> - To simulate/test the effectiveness of the risk management plan</li> <li>• <b>Using mathematical ideas and techniques</b> - To calculate probability and consequences associated with risk</li> <li>• <b>Solving problems</b> - To eliminate and/or minimise risk</li> <li>• <b>Using technology</b> - To provide timely access to risk management documentation</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                       |
|------------|---------------------------------------|
| SRXRIK001A | UNDERTAKE RISK ANALYSIS OF ACTIVITIES |
| RIK        | Risk Management                       |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Training Packages.

This unit provides basic knowledge and skills to apply a risk management process in the context of a sport or recreation activity in accordance with an organisation's risk management policies and procedures and Australian/New Zealand Standard AS/NZS 4360:1999. In this context, the risk analysis process is conducted using structured analysis methodology (eg, templates) as determined by the organisation.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Establish the context of the risk analysis</b> | 1.1 Obtain the organisations' equipment maintenance procedures and operational procedures for the activity and/or location<br>1.2 Obtain activity-specific and location-specific information and equipment maintenance history including relevant incident and failure reports<br>1.3 Research applicable occupational health and safety and environmental standards and industry best practice guidelines<br>1.4 Obtain applicable technical <b>documentation</b><br>1.5 Access and clarify <b>risk evaluation criteria</b> , as determined by the organisation's risk management policy and plan   |
| <b>2 Identify risks associated with an activity</b> | 2.1 Generate a comprehensive list of <b>sources of risks</b> within the particular activity, including risks that are not under the control of the organisation<br>2.2 Take into consideration <b>areas of impact</b> on the organisation<br>2.3 Consider possible causes of risks, <b>hazards</b> and the <b>definitions of risk</b><br>2.4 Document <b>sources of risk, risk identification</b> and <b>areas of impact</b> in a clear and concise manner   |
| <b>3 Conduct risk analysis of an activity</b>       | 3.1 Complete analysis using appropriate structured methodology (eg, a template) in accordance with organisations' and/or activity requirements<br>3.2 For each risk determine existing controls which have been put in place by the organisation, or by occupational health and safety legislation<br>3.3 Identify <b>sources of information</b> to assist in assessing the <b>likelihood</b> of any given risk turning into an accident/injury/loss<br>3.4 Identify <b>sources of information</b> on the <b>consequences</b> of particular incidents in order to determine the degree of emphasis placed on the risk<br>3.5 Analyse the <b>likelihood</b> and <b>consequences</b> of particular risks, and <b>classification of risk</b> using suitable <b>techniques</b> , as determined by the organisation |
| <b>4 Undertake risk assessment of an activity</b>   | 4.1 Compare the level of risk established during the analysis process with previously established <b>risk evaluation criteria</b> using methodology as prescribed by the organisation<br>4.2 Rank or prioritise risks for further action, taking account of the wider context of the risk<br>4.3 Consider the objectives of the organisation and the extent of opportunity which could result from taking the risk<br>4.4 Take into account, when making decisions, the wider context of the risk<br>4.5 Accept risks that fall into the low or acceptable categories without further treatment, and monitor and periodically review to ensure they remain acceptable<br>4.6 Treat risks that fall outside the low or acceptable category using a range of   |

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|   | options  |
| <b>5 Treat risks associated with an activity</b>                | <p>5.1 Identify specific <b>risk treatment</b> options applicable to the risk associated with the activity</p> <p>5.2 Evaluate <b>risk treatment</b> options in accordance with the organisation's risk management plan, on the basis of the extent of risk reduction, the extent of benefits or opportunities created and taking into account the <b>risk evaluation criteria</b> previously established</p> <p>5.3 Prepare activity-specific <b>risk treatment</b> plan which documents how the chosen options should be implemented, identifying responsibilities, schedules, the expected outcome of treatments, budgeting, performance measures and the review process</p> <p>5.4 Implement <b>risk treatment</b> plans prior to and during the conduct of an activity</p>  |
| <b>6 Monitor and review the risk management for an activity</b> | <p>6.1 Document <b>risk analysis</b>, evaluation and treatment options, in accordance with the organisation's procedures</p> <p>6.2 Monitor risks, the effectiveness of the <b>risk treatment</b> plan, strategies and the management system which is set up to control the implementation in accordance with the organisation's risk management plan to ensure changing circumstances within the activity do not alter risk priorities</p> <p>6.3 Repeat the <b>risk analysis</b> of the activity regularly to ensure the <b>risk treatment</b> plan remains relevant</p> <p>6.4 Make changes to the conduct of an activity, where required, in accordance with review recommendations</p> <p>6.5 Implement recommendations in accordance with the organisation's risk audit in future <b>risk analysis</b> of the activity</p> |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT               | CATEGORIES  |
|-------------------------------|---|
| <b>Areas of impact</b>        | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• asset and resource base of the organisation and including personnel</li> <li>• revenue and entitlements</li> <li>• costs of activities both direct and indirect</li> <li>• people/community</li> <li>• performance</li> <li>• timing and schedule of activities</li> <li>• the environment</li> <li>• intangibles such as reputation, goodwill, quality of life</li> <li>• organisational behaviour</li> </ul>   |
| <b>Classification of risk</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• diseases affecting humans, animals and plants</li> <li>• economic perils, eg, currency fluctuations, interest rates, share market</li> <li>• environmental, eg, noise, contamination, pollution</li> <li>• financial, eg, contractual risks, misappropriation of funds, fraud, fines</li> <li>• human perils, eg, explosions, riots, strikes, sabotage</li> <li>• natural perils, eg, climatic conditions, earthquakes, bushfires, vermin, volcanic activity</li> <li>• occupational health and safety, eg, inadequate safety measures, poor safety management</li> <li>• product liability, eg, design error, substandard quality control, inadequate testing</li> <li>• professional liability, eg, wrong advice, negligence, design error</li> <li>• property damage, eg, fire, water damage, earthquakes, contamination, human error</li> <li>• public liability, eg, public access, egress and safety</li> <li>• security, eg, cash arrangements, vandalism, theft, misappropriation of information, illegal entry</li> <li>• technology, eg, obsolescence, advances and failure</li> </ul> |
| <b>Consequences</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• the outcome of an event expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain. There may be a range of possible outcomes associated with an event</li> </ul>   |
| <b>Definitions of risk</b>    | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• the chance of something happening that will have an impact upon objectives. It is measured in terms of likelihood and consequences</li> <li>• the potential to lose something of value. The loss may be physical,</li> </ul>   |

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|                                 | mental, social or financial  |
| <b>Documentation</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes assumptions, methods, data sources and results</li> <li>• reasons for documentation <ul style="list-style-type: none"> <li>○ to demonstrate the process is conducted properly</li> <li>○ to provide evidence of a systematic approach to risk identification and analysis</li> <li>○ to provide a record of risks and to develop the organisation's knowledge database</li> <li>○ to provide decision-makers with a risk management plan for approval</li> <li>○ to provide an accountability mechanism and tool</li> <li>○ to facilitate continuing monitoring and review</li> <li>○ to provide an audit trail</li> <li>○ to share and communicate information</li> </ul> </li> </ul> |
| <b>Hazards</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• a source of potential harm, or</li> <li>• a situation with a potential to cause loss</li> </ul>   |
| <b>Likelihood</b>               | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• used as a qualitative description of probability or frequency</li> </ul>  |
| <b>Risk analysis</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• a systematic use of available information to determine how often specified events may occur and the magnitude of their consequences. Risk analysis of activities applies to <ul style="list-style-type: none"> <li>○ support equipment</li> <li>○ personnel (client, staff, onlooker) safety</li> <li>○ environmental impact</li> <li>○ processes</li> </ul> </li> </ul>  |
| <b>Risk evaluation criteria</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include predetermined standards, target risk levels or other criteria</li> <li>• factors relevant to the establishment of criteria are determined through <ul style="list-style-type: none"> <li>○ legislation</li> <li>○ regulations</li> <li>○ Australian Standards</li> <li>○ organisational policies, aims and objectives</li> <li>○ operating procedures and guidelines</li> </ul> </li> </ul>   |
| <b>Risk identification</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• the process of determining what can happen, why and how</li> <li>• processes for risk identification include but are not limited to <ul style="list-style-type: none"> <li>○ drawing on expertise from within the organisation, eg, brain storming, questionnaires, audits, physical inspections, records of accidents and "near misses"</li> </ul> </li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>○ drawing on expertise from outside the organisation, eg, professional consultants, industry specialists, publications, case studies, media, systems analysis</li> </ul>   |
| <b>Risk treatment</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• selection and implementation of appropriate options for dealing with risk</li> <li>• there are five treatment options <ul style="list-style-type: none"> <li>○ avoid the risk (decision not to become involved in a risk situation)</li> <li>○ reduce the risk (application of appropriate techniques and management principles to reduce likelihood of an occurrence and/or its consequences)</li> <li>○ transfer the risk (shifting the responsibility or burden for loss to another party through legislation, contract, insurance or other means)</li> <li>○ finance the risk (fund risk treatment and the financial consequences of risk)</li> <li>○ retain the risk (intentionally or unintentionally retaining the responsibility for loss, or financial burden of loss)</li> </ul> </li> </ul>   |
| <b>Sources of information on likelihood and consequences</b> | <p>[six categories]</p> <ul style="list-style-type: none"> <li>• past records</li> <li>• relevant experience</li> <li>• industry practice and experience</li> <li>• relevant published literature</li> <li>• test marketing and market research</li> <li>• experiments and prototypes</li> <li>• economic engineering or other models</li> <li>• specialist or expert judgements</li> </ul>   |
| <b>Sources of risk</b>                                       | <p>[all categories relevant to the conduct of activities within the community recreation, fitness, outdoor recreation or sport area]</p> <ul style="list-style-type: none"> <li>• commercial and legal relationships between the organisation and other organisations, eg, suppliers, subcontractors, lessees</li> <li>• economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances, eg, exchange rates</li> <li>• human behaviour of both those involved and those not involved in the organisation</li> <li>• natural events</li> <li>• political circumstances including legislative changes and factors which may influence other sources of risk</li> <li>• technology and technical issues both internal and external to the organisation</li> <li>• management activities and controls</li> <li>• individual activities</li> <li>• alternatively, sources of risk may be <ul style="list-style-type: none"> <li>○ internal and subject to the organisation's control (eg, group management, equipment failure)</li> <li>○ external and not under the control of the organisation (eg, natural events, bankruptcy of subcontractor)</li> </ul> </li> </ul> |
| <b>Techniques</b>  | <p>[all categories]</p>   |

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|  | <ul style="list-style-type: none"><li>• qualitative, based on<ul style="list-style-type: none"><li>○ how severe the potential risk may be (severe, high, major, significant, moderate, low, trivial)</li><li>○ the likelihood of the risk happening (almost certain, likely, moderate, unlikely, rare)</li><li>○ the consequences of the risk (extreme, very high, medium, low negligible)</li></ul></li><li>• quantitative</li><li>• semi-quantitative</li><li>• combined method (combined qualitative and quantitative)</li></ul> |
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## Evidence Guide

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

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| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of relevant occupational health and safety regulations, statutory legislation and organisational safety policy, procedures and risk management plan</li> <li>• Assessment must confirm the ability to apply knowledge of the organisations' emergency procedures, techniques and operating parameters to conduct a risk analysis of individual activities (more than one activity or one activity with different client groups and/or in different locations) in accordance with the organisation's risk management policy and procedures, taking into account all categories of the Range Statements statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ effectively implement a structured analysis methodology to a particular recreation activity</li> <li>○ evaluate risk treatment options and develop a risk treatment plan</li> <li>○ clearly and concisely document analysis results and recommendations</li> </ul> </li> </ul>   |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXOHS001B Follow defined Occupational Health and Safety policies and procedures</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXOHS002B Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs</li> </ul> </li> </ul>  |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Common risk management terminology, eg, risk, risk management, hazard, risk analysis, risk management plan</li> <li>○ The role of risk as a reason for participating in or using sport and recreation activities</li> <li>○ Factors that affect an individual's perception of risk</li> <li>○ Effect of legislation on procedures and practices in the sport and recreation industry</li> <li>○ Causes of accidents, incidents and losses, in a sport and recreation context</li> <li>○ Impact of high profile accidents/incidents/losses</li> <li>○ Legal responsibilities in risk management</li> <li>○ Knowledge of the activity and its associated hazards in order to conduct the risk analysis</li> <li>○ Equipment design limits and effects of operating outside design limits</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Application of incident scenarios to logically assess risk</li> <li>○ Analysis and documentation of accident/incident research</li> </ul> </li> </ul> |

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| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ case studies, scenarios and incident reports</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (ie, SRXRIK002A)</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as differences in risk associated with different client groups, different equipment, different locations and different environmental conditions, this unit of competency must be assessed through the analysis of risk associated with more than one activity (or one activity with different client groups and/or in different locations) in order to ensure consistency of performance over the Range Statements and contexts applicable to risk analysis of activities</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation activity with a range of real clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>  |



| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 1                               | 1                          | 1                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Sourcing and analysing information on risk treatment options for a particular risk</li> <li>• <b>Communicating ideas and information</b> - Documenting risk analysis and treatment options</li> <li>• <b>Planning and organising activities</b> - Using the organisation's risk management plan to evaluate risk treatment options for an activity</li> <li>• <b>Working with teams and others</b> - Consulting with colleagues to access information about an activity or location to determine sources of risk</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating the likelihood and consequences of a particular risk</li> <li>• <b>Solving problems</b> - Developing risk treatment plans</li> <li>• <b>Using technology</b> - Sourcing information about an activity or location to determine sources of risk</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| SRXRIK002A | MANAGE AN ORGANISATION'S RISK |
| RIK        | Risk Management               |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the development, implementation and evaluation of a risk management program for the organisation. It incorporates an assessment of all potential risks facing the organisation and the development of strategies and procedures to mitigate all risk situations through elimination, isolation or protection in accordance with an organisation's risk management policy and Australian/New Zealand Standard AS/NZS 4360:1999.

The unit of competency SRXOHS003B addresses the establishment of systems to address specific risks associated with the health and safety of staff and clients hence assessment in conjunction with this unit should be considered.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Determine the organisation's risk management context</b> | 1.1 Analyse and interpret the organisation's strategic position and policy on <b>risk management</b><br>1.2 Identify the outcomes from the organisation's risk audit and the <b>risk management</b> context and potential areas of <b>risk</b><br>1.3 Analyse the organisation's capacity to reduce/control the likelihood of both incidents and consequences<br>1.4 Research applicable occupational health and safety and environmental standards and industry best practice guidelines and <b>legislation, codes and national standards relevant to the workplace</b><br>1.5 Access and clarify the broad <b>risk evaluation criteria</b> specified within the organisation's <b>risk management</b> policy<br>1.6 Identify key personnel within the organisation to consult with on matters relating to <b>risk management</b>   |
| <b>2 Identify organisational risks</b>                        | 2.1 Generate a comprehensive list of <b>sources of risks</b> within each <b>risk classification</b> relevant to the organisation, including risks that are not under the control of the organisation<br>2.2 Take into consideration <b>areas of impact</b> on the organisation<br>2.3 Consider all possible causes of risks and seek <b>external specialist assistance</b> , in accordance with <b>risk management</b> policy<br>2.4 Document <b>sources of risk, risk identification</b> and <b>areas of impact</b> in a clear and concise manner   |
| <b>3 Conduct an analysis of organisational risks</b>          | 3.1 Determine appropriate methodology and tools to conduct <b>risk analysis</b><br>3.2 Conduct analysis in accordance with organisations' <b>risk management</b> policy<br>3.3 For each individual risk or grouping/ <b>risk classification</b> , determine existing controls established by the organisation, or through occupational health and safety legislation or industry guidelines<br>3.4 Identify <b>sources of information</b> to assist in assessing the <b>likelihood</b> of any given <b>risk</b> turning into an accident/injury/loss<br>3.5 Identify <b>sources of information</b> on the <b>consequences</b> of particular occurrences in order to determine the degree of emphasis placed on the <b>risk</b><br>3.6 Determine suitable <b>techniques</b> to analyse the likelihood and consequences of particular risks and conduct the <b>risk analysis</b> on risks with the potential to impact upon the organisation |

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| <p><b>4 Undertake assessment of organisational risk</b></p>          | <p>4.1 Establish specific <b>risk evaluation criteria</b> for each <b>risk classification</b> or individual <b>risk</b>, where required, based on the broad <b>risk evaluation</b> criteria within the <b>risk management</b> policy</p> <p>4.2 Develop and document methodology and tools to enable the assessment of risks</p> <p>4.3 Compare the level of <b>risk</b> established during the analysis process with the established <b>risk evaluation criteria</b> using methodology and tools developed</p> <p>4.4 Rank or prioritise risks for further action, taking account of the wider context of the <b>risk</b></p> <p>4.5 Consider the objectives of the organisation and the extent of opportunity which could result from taking the <b>risk</b></p> <p>4.6 Take into account, when making decisions, the wider context of the <b>risk</b> and consider the tolerability of the risks borne by parties other than the organisation which benefits from it</p> <p>4.7 Accept risks that fall into the low or acceptable categories without further treatment</p> <p>4.8 Establish and document procedures to monitor and periodically review acceptable risks to ensure they remain acceptable</p> <p>4.9 Treat risks that fall outside the low or acceptable category using a range of options</p> <p>4.10 Use the <b>risk assessment</b> to develop a comprehensive <b>risk register</b> incorporating a probability/consequence matrix for each <b>risk</b> with the potential to impact upon the organisation</p> |
| <p><b>5 Treat organisational risks</b></p>                           | <p>5.1 Identify specific <b>risk treatment</b> options applicable to each risk that falls outside the acceptable category that have the potential to impact upon the organisation</p> <p>5.2 Evaluate <b>risk treatment</b> options in accordance with the organisation's <b>risk management</b> policy, on the basis of the extent of <b>risk</b> reduction, the extent of benefits or opportunities created and taking into account the <b>risk evaluation criteria</b> previously established</p> <p>5.3 Prepare specific <b>risk treatment</b> plans which document how the chosen options should be implemented, identifying responsibilities, schedules, the expected outcome of treatments, budgeting, performance measures and the review process</p> <p>5.4 <b>Document risk analysis</b>, evaluation and treatment options, in accordance with the organisation's policy</p>   |
| <p><b>6 Implement the organisation's risk management program</b></p> | <p>6.1 Establish strategies and procedures to control the implementation of the <b>risk management</b> program in accordance with the organisation's <b>risk management</b> policy to ensure changing circumstances do not alter <b>risk</b> priorities</p> <p>6.2 Determine procedures for on-going identification of risks and review of <b>risk management</b> assessments and treatments on a regular basis</p> <p>6.3 Develop and implement training to inform employees about the <b>risk treatment</b> plans, <b>risk assessment</b> procedures, individual roles and responsibilities and recording requirements</p> <p>6.4 Regularly review staff compliance with the procedures outlined in the <b>risk management</b> program</p>   |

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| <b>7 Monitor and evaluate the <i>risk management</i> program</b> | <ul style="list-style-type: none"><li>7.1 Monitor risks and the effectiveness of the <i>risk treatment</i> plan on a regular basis to ensure the <i>risk treatment</i> plan remains relevant</li><li>7.2 Examine activities, projects or operations which do not achieve their performance outcomes in accordance with the <i>risk management</i> strategies to determine cause</li><li>7.3 Analyse incidents which occur that indicate a <i>near miss</i> and review the <i>risk management</i> plan in accordance with recommendations from the analysis</li><li>7.4 Make changes to the conduct of activities or to organisation operations, where required, in accordance with any review recommendations</li><li>7.5 Implement recommendations in accordance with the organisation's risk audit in future <i>risk analysis</i> of the organisation</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                       | CATEGORIES   |
|---------------------------------------|--|
| <b>Areas of impact</b>                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• asset and resource base of the organisation and including personnel</li> <li>• revenue and entitlements</li> <li>• costs of activities both direct and indirect</li> <li>• people/community</li> <li>• performance</li> <li>• timing and schedule of activities</li> <li>• the environment</li> <li>• intangibles such as reputation, goodwill, quality of life</li> <li>• organisational behaviour</li> </ul>  |
| <b>Consequences</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• the outcome of an event expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain. There may be a range of possible outcomes associated with an event</li> </ul>  |
| <b>Document</b>                       | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes assumptions, methods, data sources and results</li> <li>• reasons for documentation               <ul style="list-style-type: none"> <li>○ to demonstrate the process is conducted properly</li> <li>○ to provide evidence of a systematic approach to risk identification and analysis</li> <li>○ to provide a record of risks and to develop the organisation's knowledge database</li> <li>○ to provide decision-makers with a risk management plan for approval</li> <li>○ to provide an accountability mechanism and tool</li> <li>○ to facilitate continuing monitoring and review</li> <li>○ to provide an audit trail</li> <li>○ to share and communicate information</li> </ul> </li> </ul> |
| <b>External specialist assistance</b> | <p>[all categories]</p> <p>means</p> <ul style="list-style-type: none"> <li>• any group or individual in the community who has the expertise to assist the organisation to deal with any event/incident which may occur</li> </ul>   |

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| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Likelihood</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• used as a qualitative description of probability or frequency</li> </ul>   |
| <b>Near miss</b>   | <p>[all categories]</p> <p>refers to</p> <ul style="list-style-type: none"> <li>• any event or incident which, in other circumstances, may have resulted in an injury to a person, damage to property or some other negative impact on the organisation or the community</li> </ul>   |
| <b>Risk</b>  | <p>[all categories]</p> <p>means</p> <ul style="list-style-type: none"> <li>• the chance of something happening that will have an impact upon objectives. It is measured in terms of likelihood and consequences</li> <li>• the potential to lose something of value. The loss may be physical, mental, social or financial</li> </ul>  |
| <b>Risk analysis</b>   | <p>[all categories]</p> <p>means</p> <ul style="list-style-type: none"> <li>• a systematic use of available information to determine how often specified events may occur and the magnitude of their consequences</li> </ul>  |
| <b>Risk assessment</b>   | <p>[all categories]</p> <p>means</p> <ul style="list-style-type: none"> <li>• the overall process of risk analysis and risk evaluation</li> </ul>   |

|                                 |   |
|---------------------------------|---|
| <b>Risk classification</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• diseases affecting humans, animals and plants</li> <li>• economic perils, eg, currency fluctuations, interest rates, share market</li> <li>• environmental, eg, noise, contamination, pollution</li> <li>• financial, eg, contractual risks, misappropriation of funds, fraud, fines</li> <li>• human perils, eg, explosions, riots, strikes, sabotage</li> <li>• natural perils, eg, climatic conditions, earthquakes, bushfires, vermin, volcanic activity</li> <li>• occupational health and safety, eg, inadequate safety measures, poor safety management</li> <li>• product liability, eg, design error, substandard quality control, inadequate testing</li> <li>• professional liability, eg, wrong advice, negligence, design error</li> <li>• property damage, eg, fire, water damage, earthquakes, contamination, human error</li> <li>• public liability, eg, public access, egress and safety</li> <li>• security, eg, cash arrangements, vandalism, theft, misappropriation of information, illegal entry</li> <li>• technology, eg, obsolescence, advances and failure</li> </ul> |
| <b>Risk evaluation</b>          | <p>[all categories]</p> <p>means</p> <ul style="list-style-type: none"> <li>• the process used to determine risk management priorities by comparing the level of risk against predetermined standards, target risk levels or other criteria</li> </ul>  |
| <b>Risk evaluation criteria</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include predetermined standards, target risk levels or other criteria</li> <li>• factors relevant to the establishment of criteria are determined through <ul style="list-style-type: none"> <li>○ legislation</li> <li>○ regulations</li> <li>○ Australian Standards</li> <li>○ organisational policies, aims and objectives</li> <li>○ operating procedures and guidelines</li> </ul> </li> </ul>  |
| <b>Risk identification</b>      | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• the process of determining what can happen, why and how</li> <li>• processes for risk identification include but are not limited to <ul style="list-style-type: none"> <li>○ drawing on expertise from within the organisation, eg, brain storming, questionnaires, audits, physical inspections, records of accidents and "near misses"</li> <li>○ drawing on expertise from outside the organisation, eg, professional consultants, industry specialists, publications, case studies, media, systems analysis</li> </ul> </li> </ul>   |

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| <b>Risk management</b>        | <p>[all categories]</p> <p>means</p> <ul style="list-style-type: none"> <li>• the culture, processes and structures that are directed towards the effective management of potential opportunities and adverse effects</li> </ul>  |
| <b>Risk register</b>          | <p>[all categories]</p> <p>refers to</p> <ul style="list-style-type: none"> <li>• a register of all identified risks and documentation of the strategies/plans in place to deal with any event/incident which might occur</li> <li>• includes <ul style="list-style-type: none"> <li>○ source</li> <li>○ nature</li> <li>○ existing controls</li> <li>○ likelihood and consequences</li> <li>○ initial rating</li> <li>○ vulnerability to external/internal factors</li> </ul> </li> </ul>  |
| <b>Risk treatment</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• selection and implementation of appropriate options for dealing with risk</li> <li>• there are five treatment options <ul style="list-style-type: none"> <li>○ avoid the risk (decision not to become involved in a risk situation)</li> <li>○ reduce the risk (application of appropriate techniques and management principles to reduce likelihood of an occurrence and/or its consequences)</li> <li>○ transfer the risk (shifting the responsibility or burden for loss to another party through legislation, contract, insurance or other means)</li> <li>○ finance the risk (fund risk treatment and the financial consequences of risk)</li> <li>○ retain the risk (intentionally or unintentionally retaining the responsibility for loss, or financial burden of loss)</li> </ul> </li> </ul> |
| <b>Sources of information</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• past records</li> <li>• relevant experience</li> <li>• industry practice and experience</li> <li>• relevant published literature</li> <li>• test marketing and market research</li> <li>• experiments and prototypes</li> <li>• economic engineering or other models</li> <li>• specialist or expert judgements</li> </ul>   |



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| <b>Sources of risk</b>   | <p>[all categories relevant to the conduct of activities within the community recreation, fitness, outdoor recreation or sport area]</p> <ul style="list-style-type: none"> <li>• commercial and legal relationships between the organisation and other organisations, eg, suppliers, subcontractors, lessees</li> <li>• economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances, eg, exchange rates</li> <li>• human behaviour of both those involved and those not involved in the organisation</li> <li>• natural events</li> <li>• political circumstances including legislative changes and factors which may influence other sources of risk</li> <li>• technology and technical issues both internal and external to the organisation</li> <li>• management activities and controls</li> <li>• individual activities</li> <li>• alternatively, sources of risk may be             <ul style="list-style-type: none"> <li>○ internal and subject to the organisation's control, eg, group management, equipment failure</li> <li>○ external and not under the control of the organisation, eg, natural events, bankruptcy of subcontractor</li> </ul> </li> </ul> |
| <b>Techniques for analysing the likelihood and consequences of risks</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• qualitative, based on             <ul style="list-style-type: none"> <li>○ how severe the potential risk may be (severe, high, major, significant, moderate, low, trivial)</li> <li>○ the likelihood of the risk happening (almost certain, likely, moderate, unlikely, rare)</li> <li>○ the consequences of the risk (extreme, very high, medium, low negligible)</li> </ul> </li> <li>• quantitative</li> <li>• semi-quantitative</li> <li>• combined method (combined qualitative and quantitative)</li> </ul>  |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient evidence of a systematic approach to the identification of risk in each of the relevant classifications and the development of procedures and strategies to eliminate, isolate or protect people (and/or equipment) in the event of the potential negative event occurring</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ review and evaluate previous risk treatment plans and risk management programs</li> <li>○ implement risk management systems for projects and activities</li> <li>○ use participative arrangements for the review of risk management programs in operational performance</li> <li>○ develop and review of risk management performance targets</li> <li>○ implement the framework and components of a risk management system, its structures and performance</li> <li>○ develop systemic review procedures</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXOHS002B Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs</li> <li>○ SRXRIK001A Undertake risk analysis of activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXOHS003B Establish, maintain and evaluate the organisation's Occupational Health and Safety system</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Strategic, tactical and operational plans of the organisation</li> <li>○ Organisational capability to deal with events/incidents</li> <li>○ Disaster/emergency/evacuation plans</li> <li>○ Legal requirements for operating the business</li> <li>○ Relevant awards and industrial agreements</li> <li>○ Workplace standards for Occupational Health and Safety and environmental requirements</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input</li> <li>○ Conflict management skills to mediate, negotiate and/or attempt to obtain consensus between individuals/groups in conflict situations which are dysfunctional in relation to the organisation's performance</li> </ul> </li> </ul> |

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|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Process analysis skills to identify potential risks/hazards of any type</li> <li>○ Problem solving skills to deal effectively with risks and hazards as identified</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ organisational records, risk audits and policy documents</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above (ie, SRXRIK003A)</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as changing levels of risk, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to developing risk management programs</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a real sport or recreation organisation. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Accessing and analysing information to develop the risk management program</li> <li>• <b>Communicating ideas and information</b> - Educating staff about the risk management program</li> <li>• <b>Planning and organising activities</b> - Developing appropriate mitigation strategies</li> <li>• <b>Working with teams and others</b> - Simulating/testing the effectiveness of the risk management program</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating probability and consequences associated with risk</li> <li>• <b>Solving problems</b> - Eliminating and/or minimising risk</li> <li>• <b>Using technology</b> - Providing timely access to risk management documentation</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| SRXRIK003A | DEVELOP AN ORGANISATIONAL RISK MANAGEMENT POLICY |
| RIK        | Risk Management                                  |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to conduct a risk audit of a sport or recreation organisation in order to develop an appropriate risk management policy for the organisation. The risk management policy shall include objectives for, and the organisation's commitment to, risk management. The development of an organisational risk management policy is based on the Australian/New Zealand Standard AS/NZS 4360:1999.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Establish a risk management philosophy and awareness at senior management level</b> | 1.1 Identify key personnel to be included in the establishment of organisational policy<br>1.2 Seek support for raising risk awareness from key personnel<br>1.3 Identify individuals who could sponsor or support risk management awareness<br>1.4 Inform individuals/teams of their legal responsibility for maintaining a safe workplace and environment<br>1.5 Emphasise the implications of an unsafe workplace to all within the workplace  |
| <b>2 Analyse the organisation's risk management context</b>                              | 2.1 Identify and classify all possible <b>sources of risk</b> which may impact upon the organisation<br>2.2 Initiate communication with experts and local/state/national bodies where required<br>2.3 Determine the <b>area(s) of impact</b> or manner in which the risk may impact upon the organisation and its operation<br>2.4 Identify the organisational environment and analyse strengths, weaknesses, opportunities and threats<br>2.5 Determine <b>elements which support or impair the organisation's ability to manage risk</b><br>2.6 Determine organisational capabilities to manage risk with respect to the <b>reduction/control of the likelihood</b> of an event occurring or the <b>reduction/control of consequences</b>   |
| <b>3 Develop the organisational risk management policy</b>                               | 3.1 Develop a strategic policy for risk management, identifying and <b>documenting</b> the objectives of the policy, rationale for managing risk and the organisation's commitment to risk management<br>3.2 Identify and define within the policy the extent, or <b>range of areas</b> to which the policy applies<br>3.3 Determine links between the policy, the organisation's safety responsibilities and the organisation's strategic/corporate plan and goals<br>3.4 Establish broad <b>risk evaluation criteria</b> within the policy for what may be regarded as acceptable risk<br>3.5 Identify organisational <b>risk management responsibilities</b> within the policy and the authority and interrelationship of personnel who perform and verify work affecting risk management<br>3.6 Document within the policy, strategies for awareness raising, skills acquisition, training and education of staff in the area of risk management<br>3.7 Determine policy with respect to accessing support or expertise from outside the organisation to provide assistance to those responsible for managing risk<br>3.8 Detail within the policy procedures for ongoing documentation and |

|   |  |
|---|--|
|   | <p>reviewing the organisation's performance in regard to the policy</p> <p>3.9 Ensure the policy is in line with legislation, industry practice and incorporates the possible impact of outside influences and changes in direction/new trends</p>   |
| <b>4 Communicate the organisation's risk management policy</b>        | <p>4.1 Identify individuals or sections responsible for managing risk within the organisation</p> <p>4.2 Establish a team or infrastructure to communicate details of the policy and risk management process and implement it within the organisation</p> <p>4.3 Provide information in a style, format and language which is understood by all staff</p> <p>4.4 Identify, develop and implement strategies within the policy to raise awareness about managing risk to <b>reduce or control likelihood of occurrence</b></p> <p>4.5 Develop and implement appropriate levels of recognition, rewards and sanctions</p> <p>4.6 Establish performance management processes for monitoring the awareness and implementation of risk management policy within the organisation to <b>reduce or control consequences</b></p> |
| <b>5 Monitor and review the organisation's risk management policy</b> | <p>5.1 Develop and apply policy to ensure ongoing review of the risks</p> <p>5.2 <b>Monitor</b> and <b>audit documents</b> and review the effectiveness of the risk management policy</p> <p>5.3 Adjust the risk management policy following the review process if required</p> <p>5.4 Maintain systems, records and reporting procedures according to legislative requirements</p>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES  |
|---|---|
| <b>Areas of impact</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• asset and resource base of the organisation including personnel</li> <li>• revenue and entitlements</li> <li>• costs of activities both direct and indirect; people; community; performance; timing and schedule of activities</li> <li>• the environment</li> <li>• intangibles such as reputation, goodwill, quality of life</li> <li>• organisational behaviour</li> </ul>  |
| <b>Documenting</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• reasons for               <ul style="list-style-type: none"> <li>○ to demonstrate the process is conducted properly</li> <li>○ to provide a record of risks</li> <li>○ to provide the relevant decisions makers with a risk management plan for approval and subsequent implementation</li> <li>○ to provide an accountability mechanism and tool</li> <li>○ to facilitate continuing monitoring and review</li> <li>○ to provide an audit trail</li> <li>○ to share and communicate information</li> </ul> </li> <li>• includes               <ul style="list-style-type: none"> <li>○ objectives</li> <li>○ information sources</li> <li>○ assumptions</li> <li>○ decisions</li> <li>○ responsibilities</li> </ul> </li> </ul> |
| <b>Elements which support or impair the organisation's ability to manage risk</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• inadequate resources</li> <li>• inappropriate organisational culture</li> <li>• inadequate education and awareness</li> <li>• legislative authority</li> <li>• emergency management capability</li> <li>• education and awareness</li> </ul>   |

|   |   |
|---|---|
| <b>Monitoring and audit documents</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• details of the mechanism and frequency of review of risks and the risk management process as a whole</li> <li>• the outcomes of audits and other monitoring procedures</li> <li>• details of how review recommendations are followed up and implemented</li> </ul>   |
| <b>Range of areas</b>                             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• products/services</li> <li>• financial</li> <li>• health</li> <li>• safety</li> <li>• security</li> <li>• environmental</li> <li>• property</li> <li>• public liability</li> <li>• professional indemnity</li> </ul>   |
| <b>Reduce or control consequences</b>             | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• contingency planning, contractual arrangements</li> <li>• contract conditions</li> <li>• design features</li> <li>• disaster recovery plans</li> <li>• engineering and structural barriers</li> <li>• fraud control planning</li> <li>• minimising exposure to source of risk</li> <li>• portfolio planning</li> <li>• pricing policy and controls</li> <li>• separation or relocation of an activity and resources</li> <li>• public relations</li> <li>• ex gratia payments</li> </ul>   |
| <b>Reduce or control likelihood of occurrence</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• audit and compliance programs</li> <li>• contract conditions</li> <li>• formal reviews of requirements</li> <li>• specifications, design, engineering and operations</li> <li>• inspection and process controls</li> <li>• investment and portfolio management</li> <li>• project management</li> <li>• preventative maintenance</li> <li>• quality assurance, management and standards</li> <li>• research and development, technological development</li> <li>• structured training and other programs</li> <li>• supervision</li> <li>• testing</li> <li>• organisational arrangements</li> <li>• technical controls</li> </ul> |



|   |   |
|---|---|
| <b>Risk evaluation criteria</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• may include predetermined standards, target risk levels or other criteria</li> <li>• factors relevant to the establishment of criteria are determined through <ul style="list-style-type: none"> <li>○ legislation</li> <li>○ regulations</li> <li>○ Australian Standards</li> <li>○ organisational policies, aims and objectives</li> <li>○ operating procedures and guidelines</li> </ul> </li> </ul>  |
| <b>Risk management responsibilities</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• who has responsibility for implementation of the policy and its associated procedures</li> <li>• what sources are to be utilised</li> <li>• budget allocation</li> <li>• timetable for implementation</li> <li>• details of the mechanism and frequency of review of compliance with treatment plan</li> <li>• documentation requirements</li> <li>• monitoring and review of the treatment plan and procedures</li> <li>• procedures/process/criteria for risk analysis</li> <li>• tolerability of the risks</li> <li>• procedures/process/criteria for risk treatment</li> <li>• responsibility and procedures for investigation of accidents/incidents</li> </ul>   |
| <b>Sources of risk</b>                  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• commercial and legal relationships between the organisation and other organisations, eg, suppliers, subcontractors, lessees</li> <li>• economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances, eg, exchange rates</li> <li>• human behaviour of both those involved and those not involved in the organisation</li> <li>• natural events</li> <li>• political circumstances including legislative changes and factors which may influence other sources of risk</li> <li>• technology and technical issues both internal and external to the organisation</li> <li>• management activities and controls</li> <li>• individual activities</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm the ability to apply knowledge of an organisation's structure, function and risk liabilities to develop a risk management policy suitable for implementation</li> <li>• Assessment of performance should be over a period of time covering all categories of each Range Statement that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ accurately identify all possible sources of risk impacting upon the organisation</li> <li>○ identify the organisation's ability to reduce or control the likelihood of an event or situation occurring, and its ability to reduce or control the consequences</li> <li>○ develop a policy that meets the organisation's needs and is consistent with its context and objectives, and meets the requirements of legislation and industry practice</li> <li>○ effectively communicate the policy to relevant personnel within the organisation</li> <li>○ monitor the implementation of the risk management policy within the organisation</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXOHS003B Establish, maintain and evaluate the organisation's Occupational Health and Safety system</li> <li>○ SRXRIK002A Manage an organisation's risk</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Legislative and regulatory arrangements relevant to risk management</li> <li>○ Emergency management concepts and principles</li> <li>○ Risk management methodology</li> <li>○ Australian/New Zealand Risk Management Standard 4360: 1999</li> <li>○ Risk analysis methodology</li> <li>○ Organisation's policies, procedures and business plan</li> <li>○ Relevant personnel and the hierarchy within the organisation</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Problem solving and decision making</li> <li>○ Risk analysis</li> <li>○ Evaluation and prioritisation of risk</li> <li>○ Research skills to determine sources of risk</li> </ul> </li> </ul>   |

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| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ organisational records and a real work environment</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the necessity to monitor and review, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to developing a risk management policy for an organisation</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation organisation/environment with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 2                          | 3                           | 3                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Sourcing and analysing all possible sources of risk which may impact upon the organisation</li> <li>• <b>Communicating ideas and information</b> - Communicating the organisation's risk management policy to individuals or sections within the organisation</li> <li>• <b>Planning and organising activities</b> - Linking risk management policy with strategic plan and goals</li> <li>• <b>Working with teams and others</b> - Working with key personnel within the organisation to develop the risk management policy</li> <li>• <b>Using mathematical ideas and techniques</b> - Calculating the likelihood of events to occur</li> <li>• <b>Solving problems</b> - Adjusting policy based on a review process</li> <li>• <b>Using technology</b> - Sourcing information on all possible sources of risk which may impact upon the organisation</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



**SALES**



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|            |                           |
|------------|---------------------------|
| BSBSLS301A | DEVELOP PRODUCT KNOWLEDGE |
|            |                           |
| SAL        | Sales                     |

**DESCRIPTION: This unit covers the development of product knowledge as preparation for the sales process.**

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Acquire knowledge of products in a specified area</b> | 1.1 <b>Information sources</b> about <b>products</b> in a specified area are identified and evaluated for reliability and validity<br>1.2 Product purpose/s and use/s are identified<br>1.3 Key <b>features</b> of the product are identified<br>1.4 Product strengths and limitations are identified<br>1.5 Guarantees and warranties are articulated and service support details identified                           |
| <b>2 Convert product knowledge into benefits</b>           | 2.1 Features of the product which potential buyer appeal are identified<br>2.2 Features of the product which have buyer appeal are presented as <b>benefits</b><br>2.3 Product benefits are presented within the context of <b>organisational requirements</b> and legislation  |
| <b>3 Evaluate competitors' products</b>                    | 3.1 A range of <b>information sources</b> is used to identify competitors' products<br>3.2 Features of competitors' products to the buyer are identified<br>3.3 Potential benefits of competitors' products are identified<br>3.4 The <b>strengths and weaknesses</b> of competitors' products are established<br>3.5 The relative standing of the organisation's product with the competitor product(s) is established |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> <li>• ethics guidelines</li> </ul> |
| <b>The term 'product'</b>  | <p>encompasses</p> <ul style="list-style-type: none"> <li>• goods, services and/or ideas</li> </ul>  |
| <b>Specified area</b>  | <p>refers to</p> <ul style="list-style-type: none"> <li>• a range of products within a particular industry which has been nominated by the employer and employee</li> </ul>  |
| <b>A feature</b>   | <p>may refer to</p> <ul style="list-style-type: none"> <li>• a fact about the product which may include <ul style="list-style-type: none"> <li>○ brand</li> <li>○ country of origin</li> <li>○ colour</li> <li>○ style</li> <li>○ size</li> <li>○ manufacturer</li> <li>○ safety aspect</li> <li>○ covenant</li> <li>○ shelf life warnings</li> <li>○ product care details</li> </ul> </li> </ul>  |
| <b>A benefit</b>   | <p>refers to</p> <ul style="list-style-type: none"> <li>• the value that potential buyers place on the product features. The value is not concerned with the price of the product but is anything the prospect defines as of value</li> </ul>  |

|  |   |
|--|---|
| <b>Strengths and weaknesses</b>                      | <p>refers to</p> <ul style="list-style-type: none"> <li>• the capability elements of the a product to deliver benefits to potential buyers</li> </ul>   |
| <b>Information sources</b>                           | <p>may include</p> <ul style="list-style-type: none"> <li>• other company personnel</li> <li>• catalogues</li> <li>• associations</li> <li>• trade association magazines</li> <li>• trade shows</li> <li>• sales conventions</li> <li>• claims of competitive sales people</li> <li>• competitors' sales literature</li> <li>• competitor websites</li> <li>• internal sales data records</li> <li>• external sales data sources, eg, warehouse withdrawals</li> </ul>  |
| <b>Organisational requirements</b>                   | <p>refers to</p> <ul style="list-style-type: none"> <li>• policy and procedures which are formally documented and are available for reference within the workplace</li> <li>• the level of client service required</li> </ul>   |
| <b>Occupational Health and Safety considerations</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• following policies and procedures relating to remote/isolated work, workplace layout and operation of plant, equipment and hazardous substances</li> </ul>  |
| <b>The sport and recreation industry</b>             | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to develop product knowledge as preparation for the sales process</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate product knowledge pertaining to both the organisation's and competitors' products in a specified area</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSLS303A Present a sales solution</li> <li>○ BSBSLS304A Secure prospect commitment</li> <li>○ BSBSLS306A Self-manage sales performance</li> </ul> </li> </ul>  |
| <b>Required Knowledge and Skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's products</li> <li>○ Buying and selling processes</li> <li>○ The organisation's structure</li> <li>○ Organisational requirements, including policy and procedures</li> <li>○ Key competitors and their products</li> <li>○ Industry trends and developments</li> <li>○ Potential buyer markets</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret legal requirements, product labelling and description and organisational requirements</li> <li>○ Sales data interpretation skills</li> <li>○ Ability to obtain information from a variety of verbal and non-verbal sources</li> <li>○ Information management skills, including the ability to summarise information verbally and non-verbally</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 1                               | 1                          | 1                           | 2                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To prepare a pocket chart which shows product features and potential benefits</li> <li>• <b>Communicating ideas and information</b> - Through verbally summarising major product features and benefits</li> <li>• <b>Planning and organising activities</b> - Through conducting an information gathering exercise using multiple sources</li> <li>• <b>Working with teams and others</b> - By discussing with others in the organisation industry trends and developments</li> <li>• <b>Using mathematical ideas and techniques</b> - By examining and interpreting sales data</li> <li>• <b>Solving problems</b> - By deciding how best to respond to recognised product limitations when questioned by a buyer</li> <li>• <b>Using technology</b> - Through obtaining product information via an internet search</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                          |
|------------|--------------------------|
| BSBSLS302A | IDENTIFY SALES PROSPECTS |
| SAL        | Sales                    |

**DESCRIPTION: This unit covers identification of potential sales prospects through application of prospecting methods.**

| ELEMENT                                    | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Employ <i>prospecting</i> methods</b> | 1.1 A range of <b><i>prospecting methods</i></b> are identified<br>1.2 Both primary and secondary prospecting methods are examined<br>1.3 The strengths and limitations of prospecting methods are considered and evaluated<br>1.4 Prospecting methods selected match the market toward which the product is targeted<br>1.5 Present, previous and new <b><i>clients</i></b> are targeted through chosen prospecting methods |
| <b>2 Quality prospects</b>                 | 2.1 Criteria for qualifying leads are researched and established<br>2.2 Criteria established include buyer accessibility, <b><i>buyer motives</i></b> , and <b><i>product</i></b> affordability, purchase authority, legal compliance and return for the seller<br>2.3 The established criteria represent a standard against which the buying potential of individuals and groups is gauged                                  |
| <b>3 Manage prospect information</b>       | 3.1 A system to record prospect information is developed<br>3.2 The system for recording prospect information is implemented<br>3.3 The system for recording prospect information is monitored for effectiveness<br>3.4 The system for recording prospect information is evaluated<br>3.5 The system for recording prospect information is refined based on evaluation   |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>award and enterprise agreements and relevant industrial instruments</li> <li>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</li> <li>relevant industry codes of practice</li> <li>ethics guidelines</li> </ul> |
| <b>The term client</b>   | <p>refers to</p> <ul style="list-style-type: none"> <li>client is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation</li> <li>the term 'client' may be translated according to the user's context as 'customer', 'consumer', 'member', 'patient', or other title</li> </ul>  |
| <b>The term 'product'</b>  | <p>encompasses</p> <ul style="list-style-type: none"> <li>goods, services and/or ideas</li> </ul>  |
| <b>Buyer motives</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>housekeeping</li> <li>gift</li> <li>replacement item</li> <li>self-gratification</li> <li>self reward</li> <li>browsing</li> <li>buying for unqualified prospect, eg, dependant</li> </ul>   |
| <b>Prospecting</b>   | <p>refers to</p> <ul style="list-style-type: none"> <li>a continuous process of gathering the names of potential buyers who are likely to be interested in purchasing the salesperson's product</li> </ul>   |
| <b>Occupational health and safety considerations</b>                       | <p>may include</p> <ul style="list-style-type: none"> <li>following policies and procedures relating to remote/isolated work, occupational violence, stress management (work systems)</li> </ul>   |
| <b>Prospecting methods</b>   | <p>may include</p>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• referrals</li> <li>• networking</li> <li>• personal observation</li> <li>• intra organisation leads</li> <li>• spotters</li> <li>• cold canvassing</li> <li>• direct mail</li> <li>• media advertising</li> <li>• telemarketing</li> <li>• journals</li> <li>• magazines</li> <li>• newspapers</li> <li>• public records</li> <li>• internet</li> <li>• databases</li> <li>• brokers</li> </ul>  |
| <p><b>The sport and recreation industry</b></p> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to identify sales prospects</li> <li>• Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ the use and management of prospecting information which converts sales prospects into clients</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's products and services</li> <li>○ Buying and selling processes</li> <li>○ The organisation's structure</li> <li>○ Organisational requirements, including policy and procedures</li> <li>○ Key competitors and their products</li> <li>○ Industry trends and developments</li> <li>○ Buyer motives</li> <li>○ Range of prospecting methods, and prospect information management strategies</li> <li>○ Prospecting as a key component of the overall sales process</li> <li>○ Familiarity with range of buyer motives</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Use of internet and other technology to locate prospect information</li> <li>○ Literacy skills to interpret legal requirements, company policies and procedures</li> <li>○ Ability to design and recording formats to facilitate information storage and retrieval</li> <li>○ Interpretation of numerical data associated with prospects</li> <li>○ Use of technology to store and manage prospect information</li> <li>○ Ability to apply analytical skills in relating products to prospects' requirements</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with and appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - By using a range of information sources to determine key prospects</li> <li>• <b>Communicating ideas and information</b> - Through listing key prospecting criteria</li> <li>• <b>Planning and organising activities</b> - By implementing prospecting methods to support sales</li> <li>• <b>Working with teams and others</b> - In developing prospecting methods</li> <li>• <b>Using mathematical ideas and techniques</b> - By analysing prospect statistics</li> <li>• <b>Solving problems</b> - By determining how best to identify and access key prospects</li> <li>• <b>Using technology</b> - To store and retrieve prospect information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                          |
|------------|--------------------------|
| BSBSLS303A | PRESENT A SALES SOLUTION |
|            |                          |
| SAL        | Sales                    |

**DESCRIPTION: This unit covers presentation of a sales solution which responds to the specific buying needs of the client.**

| ELEMENT                             | PERFORMANCE CRITERIA  |
|-------------------------------------|---|
| <b>1 Prepare for a presentation</b> | 1.1 <b>Products</b> are obtained and organised for use within the presentation<br>1.2 Product information is reviewed to ensure familiarity with products<br>1.3 Sales tactic options are identified, assessed and chosen in terms of their ability to meet the needs and preferences of the prospect<br>1.4 A variety of sales solutions are considered and prepared to meet buyer needs<br>1.5 <b>Sales aids</b> are identified and selected<br>1.6 Alternatives for prospects are identified and assessed in relation to anticipated buyer needs   |
| <b>2 Present a sales solution</b>   | 2.1 Gestures, posture, body language, facial expressions and voice are used to create a supportive selling environment<br>2.2 Listening skills are applied to determine buyer needs<br>2.3 Buyer needs, preferences, motives and objections are identified through use of open-ended questions<br>2.4 A presentation is made that is adjusted to match the needs and preferences of the buyer<br>2.5 Persuasive communication techniques are used to secure buyer interest<br>2.6 Products are demonstrated or explained to enhance buyer retention<br>2.7 The presentation communicates the key features of the product and emphasises benefits in relation to identified buyer needs<br>2.8 <b>Proof of benefits</b> to be obtained through product purchase is presented<br>2.9 Sales support materials are utilised to build buyer understanding of how the product is aligned with needs |
| <b>3 Manage buyer resistance</b>    | 3.1 Probing is utilised to identify the source of <b>buyer resistance</b><br>3.2 The strengths and limitations of buyer resistance strategies are identified<br>3.3 A strategy for managing buyer resistance is selected and implemented<br>3.4 The strategy selected for managing buyer resistance addresses the source of buyer resistance  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> <li>• ethnics guidelines</li> </ul> |
| <b>The term 'product'</b>  | <p>encompasses</p> <ul style="list-style-type: none"> <li>• goods, services and/or ideas</li> </ul>   |
| <b>The term 'sales solution'</b>   | <p>refers to</p> <ul style="list-style-type: none"> <li>• the demonstration of how particular product(s) match a buyer's specific needs</li> </ul>  |
| <b>Presentation</b>  | <p>could be conducted</p> <ul style="list-style-type: none"> <li>• in person</li> <li>• via telephone</li> <li>• through email or web site</li> <li>• through facsimile</li> </ul>  |
| <b>Proof of benefits</b>   | <p>may be provided through</p> <ul style="list-style-type: none"> <li>• statistics</li> <li>• comparisons</li> <li>• testimony</li> <li>• anecdotes and examples</li> </ul>   |
| <b>Sales aids</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• the product itself or product samples</li> <li>• models</li> <li>• photographs</li> <li>• printed materials</li> <li>• photographs and drawings</li> <li>• graphs</li> <li>• transparencies</li> <li>• whiteboards</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• electronic media</li> </ul>  |
| <b>Sources of buyer resistance</b>                   | <p>may include</p> <ul style="list-style-type: none"> <li>• no perceived need</li> <li>• uncertainty about the product</li> <li>• price resistance</li> <li>• service dissatisfaction</li> <li>• timing issues</li> <li>• company resistance</li> <li>• salesperson resistance</li> </ul>   |
| <b>Strategies for managing buyer resistance</b>      | <p>may include</p> <ul style="list-style-type: none"> <li>• direct denial</li> <li>• boomerang</li> <li>• indirect denial</li> <li>• superior benefit</li> <li>• trial offer</li> <li>• offer of incentives</li> <li>• probing with open and closed questions</li> <li>• checking perceptions</li> <li>• using assertive messages</li> <li>• requesting additional information from buyers</li> </ul>   |
| <b>Occupational Health and Safety considerations</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• following policies and procedures relating to remote/isolated work, occupational violence, report hazards, organisation of work to prevent adverse effects on health</li> </ul>   |
| <b>The sport and recreation industry</b>             | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to present a sales solution</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ present a sales solution which responds to specific buying needs and which highlights major features of the products</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSLS301A Develop product knowledge</li> <li>○ BSBSLS304A Secure prospect commitment</li> <li>○ BSBSLS306A Self-manage sales performance</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Effective sales presentation mix</li> <li>○ Range of sales support materials which can be utilised to support presentations</li> <li>○ Detailed product knowledge including features, advantages and benefits</li> <li>○ Understanding of use of technology to support sales presentation</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Client service skills, especially the ability to determine client needs and preferences</li> <li>○ Demonstration, questioning and explanation skills, including the ability to present acquired product related information to a diverse client base</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>○ Negotiation and conflict resolution skills</li> <li>○ Use of statistics to support a verbal argument</li> <li>○ Use of persuasive and assertive language in promoting product features and benefits</li> <li>○ Active listening skills as applied to resolution of client resistance to purchasing a product</li> <li>○ Ability to relate to people from range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 3                               | 2                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - In gathering product information in preparation for a presentation</li> <li>• <b>Communicating ideas and information</b> - In demonstrating a product to a prospect</li> <li>• <b>Planning and organising activities</b> - In preparing to deliver a sales presentation</li> <li>• <b>Working with teams and others</b> - In developing sales team approaches to presenting products</li> <li>• <b>Using mathematical ideas and techniques</b> - In presenting statistical information to enhance buyer appeal</li> <li>• <b>Solving problems</b> - When deciding how best to manage buyer resistance to a particular product or feature of that product</li> <li>• <b>Using technology</b> - In delivering a sales presentation via the telephone</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                            |
|------------|----------------------------|
| BSBSLS304A | SECURE PROSPECT COMMITMENT |
| SAL        | Sales                      |

**DESCRIPTION: This unit covers the sales processes associated with securing prospect commitment to proceed with a sale.**

| ELEMENT                            | PERFORMANCE CRITERIA  |
|------------------------------------|---|
| <b>1 Respond to buying signals</b> | 1.1 Verbal <b>buying signals</b> are identified<br>1.2 Non-verbal <b>buying signals</b> are identified<br>1.3 Verbal and non-verbal <b>buying signals</b> are assessed<br>1.4 A decision is made as to whether to respond to a buying signal by closing the sale<br>1.5 <b>Trial closes</b> are utilised to assist the buyer to make decisions on a minor points related to the product<br>1.6 <b>Trial closes</b> are used strategically during different stages of the sales process  |
| <b>2 Negotiate the sale</b>        | 2.1 A <b>formal close</b> to the sales process is initiated following one or more trial closes<br>2.2 <b>Conditions</b> of the agreement are negotiated<br>2.3 A range of different strategies are assessed to close the sale<br>2.4 A strategy is selected to close the sale<br>2.5 Supportive and confirming language is utilised to support the closure of the sales process<br>2.6 Options for simple sales transactions are described and demonstrated to match specified situations<br>2.7 The prospect's decision to purchase is responded to in an assertive manner |
| <b>3 Finalise the agreement</b>    | 3.1 A summary of the agreement is outlined to the buyer<br>3.2 The decision of the buyer is confirmed<br>3.3 Process and completion of the sales transaction comply with organisational requirements<br>3.4 Sales document is prepared and completed<br>3.5 Advice on financing arrangements is accurate, matches the client's financial situation, and complies with organisational requirements<br>3.6 Cross selling opportunities are identified and presented to the buyer<br>3.7 A desire to continue the sale relationship is expressed                               |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> <li>• ethics guidelines</li> </ul>   |
| <b>The term 'product'</b>  | encompasses <ul style="list-style-type: none"> <li>• goods, services and/or ideas</li> </ul>  |
| <b>Buying signals</b>  | <ul style="list-style-type: none"> <li>• are verbal and non-verbal indications that the prospect is interested in the product and is preparing to make a decision about the purchase of the product</li> <li>• buyer signals can be personal (which relate to one's own preferences) or organisational (where a buyer is purchasing on behalf of an organisation)</li> </ul> may include <ul style="list-style-type: none"> <li>• questions</li> <li>• confirmations</li> <li>• statement of requirement by prospect</li> <li>• smiling and nodding</li> <li>• moving closer to where a product is to be installed</li> <li>• close examination of the product by the prospect</li> </ul> |
| <b>Trial closes</b>  | refers to <ul style="list-style-type: none"> <li>• a prospect's commitment on a minor point related to sale of the product that might lead to closing the sale</li> <li>• trial closes may be initiated after anytime a prospect shows strong interest in the product or after a buying signal is recognised</li> </ul> may include <ul style="list-style-type: none"> <li>• a question or paraphrase that focuses the interaction</li> </ul>   |

|  |   |
|--|---|
| <b>A formal close</b>                    | <p>refers to</p> <ul style="list-style-type: none"> <li>• a request by the salesperson to the prospect to agree to purchase the product</li> </ul> <p>may include</p> <ul style="list-style-type: none"> <li>• summary of the benefits</li> <li>• inducement</li> <li>• narrative close</li> <li>• offering alternative choices</li> </ul>  |
| <b>Conditions</b>                        | <p>may include</p> <ul style="list-style-type: none"> <li>• price</li> <li>• delivery</li> <li>• payment options</li> <li>• client loyalty</li> <li>• length of contract</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to secure prospect commitment</li> <li>• Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate buyer signals are recognised and responded to in order to secure prospect commitment to purchasing the product</li> </ul> </li> </ul>  |
| <b>Interdependent units of assessment</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSLS301A Develop product knowledge</li> <li>○ BSBSLS303A Present a sales solution</li> <li>○ BSBSLS306A Self-manage sales performance</li> </ul> </li> </ul>   |
| <b>Required Knowledge and Skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Sales closure techniques, and situations in which it is appropriate to attempt closure</li> <li>○ Detailed product knowledge including features, advantages and benefits</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Client service skills, especially the ability to determine client needs and preferences</li> <li>○ Negotiation and conflict resolution skills</li> <li>○ Use of persuasive and assertive language in promoting product features and benefits</li> <li>○ Ability to interpret and respond to verbal and non-verbal cues</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must take account of the endorsed assessment guidelines</li> <li>Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>Assessment should reinforce integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit</li> </ul> |



| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 2                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - In reading and interpreting non-verbal and verbal buying signals</li> <li>• <b>Communicating ideas and information</b> - In summarising the sales agreement</li> <li>• <b>Planning and organising activities</b> - In arranging for the delivery of a product</li> <li>• <b>Working with teams and others</b> - In checking and confirming product availability</li> <li>• <b>Using mathematical ideas and techniques</b> - In estimating and calculating discounts</li> <li>• <b>Solving problems</b> - In determining the optimal stage in the sales process to initiate closure</li> <li>• <b>Using technology</b> - In completing sales transactions</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| BSBSLS305A | SUPPORT POST-SALE ACTIVITIES |
|            |                              |
| SAL        | Sales                        |

**DESCRIPTION: This unit covers attendance to post-sale activities that build and strengthen the partnership between salesperson and client, and enhance the prospect of future sales.**

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Strengthen client relationships</b>        | 1.1 Contact is made with the buyer post-sale to ensure agreed expectations have been met<br>1.2 <b>Feedback</b> on the sales process and product satisfaction is solicited<br>1.3 Service problems and difficulties identified through feedback are addressed and resolved<br>1.4 <b>Client loyalty strategies</b> are developed and implemented to secure buyer loyalty  |
| <b>2 Process the order</b>                      | 2.1 Client order details are recorded in accordance with organisational policy and procedures<br>2.2 The order for the product is forwarded to the relevant section of the organisation<br>2.3 Processing of the order is monitored   |
| <b>3 Deliver support to agreed expectations</b> | 3.1 Technical assistance and/or advice is provided in relation to the product purchased<br>3.2 Defective returns are handled in accordance with organisational requirements<br>3.3 Information to facilitate product repair, support or servicing is provided<br>3.4 Liaison services are provided to assist clients to access appropriate after sales support<br>3.5 Records of after sales support are kept in accordance with organisational requirements to prompt client follow-up |
| <b>4 Handle client feedback</b>                 | 4.1 Feedback is clarified and confirmed with the clients<br>4.2 The client's needs and requirements are determined<br>4.3 Possible responses to client feedback are identified and evaluated<br>4.4 A decision is made on a response that meets <b>client</b> needs and requirements in accordance with organisational policy and procedures<br>4.5 Contact is made with the client to ensure that the response is satisfactory   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> <li>• ethnics guidelines</li> </ul> |
| <b>The term 'product'</b>  | encompasses <ul style="list-style-type: none"> <li>• goods, services and/or ideas</li> </ul>   |
| <b>The term 'client'</b>   | refers to <ul style="list-style-type: none"> <li>• Client is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation</li> <li>• the term 'client' may be translated according to the user's context as 'customer', 'consumer', 'member', 'patient', or other title</li> </ul>   |
| <b>Feedback</b>  | may be solicited through <ul style="list-style-type: none"> <li>• surveys</li> <li>• focus groups</li> <li>• one on one interviews</li> <li>• telephone interviews</li> <li>• email dialogue</li> </ul>  |
| <b>Client loyalty strategies</b>   | may include <ul style="list-style-type: none"> <li>• client clubs</li> <li>• credit or discount facilities</li> <li>• client reward schemes</li> <li>• a phone call thanking the client for the business</li> <li>• a handwritten note thanking the client</li> <li>• a formal letter of thanks</li> <li>• offering promotional items</li> </ul>   |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to Support post-sale activities</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate client driven after sales support is provided to build and support ongoing business relationship</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSLS306A Self-manage sales performance</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Detailed product knowledge which enables ongoing advice and support to clients</li> <li>○ Range of strategies that can be utilised to manage client accounts and build client goodwill</li> <li>○ Knowledge of the organisation's policy and procedures relating to orders and client services</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Client service skills, especially the ability to determine client needs and preferences</li> <li>○ Technology skills to enable urgent and routine communication, record keeping, scheduling and reporting</li> <li>○ Negotiation and conflict resolution skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>○ Liaison skills, including the ability to network with business units within an organisation</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - In soliciting feedback from clients</li> <li>• <b>Communicating ideas and information</b> - In implementing goodwill strategies such as preparing a letter of thanks</li> <li>• <b>Planning and organising activities</b> - In arranging for the post-sale servicing of a product</li> <li>• <b>Working with teams and others</b> - In arranging product repair</li> <li>• <b>Using mathematical ideas and techniques</b> - In estimating service fees</li> <li>• <b>Solving problems</b> - When troubleshooting to determine product faults</li> <li>• <b>Using technology</b> - In electronically processing a client order</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                               |
|------------|-------------------------------|
| BSBSLS306A | SELF-MANAGE SALES PERFORMANCE |
|            |                               |
| SAL        | Sales                         |

**DESCRIPTION: This unit covers self-management of sales performance through establishment of an individualised sales plan, and through management of stress, time, and sales-related paperwork.**

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Establish an individualised sales plan</b> | 1.1 Individual sales goals and quotas are established to focus work activities<br>1.2 Consultation/communication structures are established<br>1.3 An individualised sales plan is established to achieve sales goals and quotas within a work system that prevents adverse effects on health and safety, and is constructed against clear timeframes<br>1.4 The sales plan is monitored in relation to established goals and quotas<br>1.5 The sales plan is adjusted in response to monitoring<br>1.6 An evaluation of the sales plan is conducted and adjustments are made in response to evaluation |
| <b>2 Manage stress</b>                          | 2.1 Consultative strategies are established in accordance with organisational policy and procedures<br>2.2 Symptoms of <b>negative stress</b> are monitored<br>2.3 A plan is established in accordance with organisational requirements to reduce <b>symptoms of negative stress</b><br>2.4 Routines are established to provide structure for work and to manage workload<br>2.5 Time is allocated for unanticipated events and activities<br>2.6 Tasks are delegated to individuals to share workload in accordance with organisational requirements   |
| <b>3 Manage time</b>                            | 3.1 Priority is given to activities related directly to selling<br>3.2 An analysis of the time spent on work related activities is conducted<br>3.3 Time spent on specific work tasks is adjusted as a consequence of analysis<br>3.4 Time management strategies are applied to minimise non-productive sales activities  |
| <b>4 Manage paperwork and reports</b>           | 4.1 A system is established to collect, record and organise data associated with the sales process<br>4.2 Routine reports are completed at regular intervals in accordance with organisational requirements<br>4.3 <b>Available technology</b> is utilised to facilitate record keeping and production of sales reports   |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> <li>• ethics guidelines</li> </ul> |
| <b>Negative stress may arise in a sales environment</b>                    | <p>due to</p> <ul style="list-style-type: none"> <li>• social, psychological, or physical situations that salespeople believe are beyond their control</li> </ul>  |
| <b>Symptoms of negative stress</b>   | <p>include</p> <ul style="list-style-type: none"> <li>• anxiety</li> <li>• nervousness</li> <li>• worry or fear; fears of criticism or disapproval; difficulty concentrating; feeling tired</li> <li>• weak or easily exhausted; feeling tense or 'on edge'; trembling or shaking; restlessness</li> </ul>   |
| <b>Work tasks</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• face to face selling</li> <li>• service calls</li> <li>• administrative tasks</li> <li>• travelling</li> <li>• sales preparation</li> </ul>  |
| <b>Available technology</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• email</li> <li>• databases</li> <li>• spreadsheets</li> <li>• word processing software packages</li> <li>• other computer applications</li> </ul>  |

|  |   |
|--|---|
| <b>Occupational Health and Safety considerations</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• workgroup consultative arrangements</li> <li>• time and stress management policies and practices</li> <li>• communication strategies and support</li> <li>• isolated/remote work procedures/policies</li> <li>• work and time allocation in accordance with safe systems of work</li> </ul>   |
| <b>The sport and recreation industry</b>             | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to self-manage sales performance</li> <li>• Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ organise self-management processes are implemented to minimise stress and enhance individual sales performance</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSLS301A Develop product knowledge</li> <li>○ BSBSLS303A Present a sales solution</li> <li>○ BSBSLS304A Secure prospect commitment</li> <li>○ BSBSLS305A Support post-sale activities</li> </ul> </li> </ul>   |
| <b>Required Skills and Knowledge</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation's policies and procedures</li> <li>○ Goal setting processes and its place in development of individualised sales plans</li> <li>○ Key principles associated with self-management</li> <li>○ Stress management strategies and techniques</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Ability to set goals and quotas to facilitate professional self-improvement</li> <li>○ Ability to set priorities, to improve time management skills</li> <li>○ Self-evaluation skills including the ability to solicit and respond to feedback</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | 1                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To support the development of sales goals</li> <li>• <b>Communicating ideas and information</b> - Through preparation of a sales report</li> <li>• <b>Planning and organising activities</b> - In planning an individualised sales plan</li> <li>• <b>Working with teams and others</b> - In soliciting and receiving feedback from present and past clients</li> <li>• <b>Using mathematical ideas and techniques</b> - In determining sales quotas</li> <li>• <b>Solving problems</b> - In reviewing and developing improved sales strategies to facilitate attainment of quotas</li> <li>• <b>Using technology</b> - To prepare graphical representations of individual sales performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                   |
|------------|-------------------|
| BSBSLS401A | LEAD A SALES TEAM |
|            |                   |
| SAL        | Sales             |

**DESCRIPTION: This unit covers planning, implementing, directing and evaluating sales team activities.**

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Plan sales operations</b>                             | 1.1 Sales team objectives are set<br>1.2 A sales plan and budget is prepared to support attainment of objectives<br>1.3 Objectives developed are related to the nature of the sales operation and are consistent with marketing and sales strategies<br>1.4 The size and structure of the sales team is determined<br>1.5 Sales team members are recruited, selected and inducted on an ongoing basis in accordance with job analysis and sales team objectives<br>1.6 Sales team members are provided with <b>initial training</b><br>1.7 Sales team compensation methods and levels are established<br>1.8 Sales territories, sales targets and performance standards are established |
| <b>2 Direct the sales team</b>                             | 2.1 Strategies are implemented to encourage, motivate and support sales team members<br>2.2 Sales team members are coached or mentored to facilitate attainment of sales targets<br>2.3 Client-focused tactics are modelled for sales team members<br>2.4 Resources are allocated on accordance with organisational policy and procedures to support attainment of sales targets<br>2.5 Sales volume, conversion rate data and cross-selling ratios are analysed to monitor sales performance<br>2.6 The ethical and social conduct of the sales team is monitored in accordance with legal requirements, professional expectations and organisational policy                           |
| <b>3 Evaluate sales team effectiveness and performance</b> | 3.1 Systems are established to evaluate sales effectiveness against performance standards<br>3.2 Sales team members are offered constructive feedback on their performance<br>3.3 Superior sales team member performance is recognised and rewarded<br>3.4 <b>Corrective action</b> is taken where sub-standard sales team member performance is identified<br>3.5 Sales team planning is adjusted in light of evaluation processes   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> <li>• ethics guidelines</li> </ul> |
| <b>Client definition</b>   | used <ul style="list-style-type: none"> <li>• as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation</li> <li>• The term 'client' may be translated according to the user's context as 'customer', 'consumer', 'member', 'patient', or other title</li> </ul>  |
| <b>Initial training may be conducted</b>                                   | through use of <ul style="list-style-type: none"> <li>• videotapes</li> <li>• lectures</li> <li>• one-on-one instruction</li> <li>• role plays</li> <li>• audio-tapes</li> <li>• simulations</li> <li>• slides</li> <li>• films</li> <li>• case studies</li> <li>• videoconferencing</li> <li>• teleconferencing</li> <li>• computer packages</li> </ul>  |
| <b>Corrective action</b>   | may include <ul style="list-style-type: none"> <li>• re-training</li> <li>• additional training</li> <li>• mentoring</li> <li>• ongoing feedback goal related feedback</li> <li>• individualised development plans</li> </ul>   |

|  |   |
|--|---|
| <b>Occupational Health and Safety considerations</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• participative arrangements in decision making</li> <li>• hazard identification, risk assessment and control</li> <li>• stress management strategies</li> <li>• remote-isolated work</li> <li>• occupational violence procedures</li> </ul>  |
| <b>The sport and recreation industry</b>             | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to lead a sales team</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ organise management and development of a personal sales team to attain sales targets</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Recruitment, selection, induction and training in a sales team environment</li> <li>○ Motivation techniques</li> <li>○ Compensation package design principles and practices</li> <li>○ Sales target planning and management</li> <li>○ Territory planning and management</li> <li>○ Budgeting processes</li> <li>○ Equal Employment Opportunity, equity and diversity principles</li> <li>○ Human resource policy and practices</li> <li>○ Evaluation strategies</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Interpreting and explaining complex, formal documents and assisting others to apply them in the workplace</li> <li>○ Discussion using exchange of complex oral information</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>○ Application of training and development strategies including mentoring and coaching</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>relevant area</p> <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - As a basis for preparation of a sales plan for the team</li> <li>• <b>Communicating ideas and information</b> - In providing feedback to team members on sales performance</li> <li>• <b>Planning and organising activities</b> - Through arranging sales team training activities</li> <li>• <b>Working with teams and others</b> - In coaching an individual member of the sales team</li> <li>• <b>Using mathematical ideas and techniques</b> - In formulating sales team quotas</li> <li>• <b>Solving problems</b> - In developing more effective sales strategies to support attainment of sales objectives</li> <li>• <b>Using technology</b> - To store and retrieve data in relation to sales team member performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



**SMALL BUSINESS**



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| <b>BSBSBM407A Manage a small team .....</b>                       | <b>52</b> |





|            |                                 |
|------------|---------------------------------|
| BSBSBM301A | RESEARCH BUSINESS OPPORTUNITIES |
|            |                                 |
| SMB        | Small business                  |

**DESCRIPTION:** This unit covers the investigation and research required to ascertain the opportunities available and the feasibility of a business opportunity/ies. It is suitable for those considering setting up a business.

| ELEMENT                                    | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Identify business opportunities</b>   | 1.1 <b>Business opportunities</b> are investigated and identified<br>1.2 Feasibility study is undertaken to determine likely <b>business viability</b><br>1.3 <b>Specialist services</b> and sources of advice are identified where required<br>1.4 Impacts of emerging or changing technology including e-commerce, on business operations are evaluated<br>1.5 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available   |
| <b>2 Identify personal business skills</b> | 2.1 Financial and business skills available are identified and taken into account when business opportunities are researched<br>2.2 Technical competencies required in regard to the business opportunity identified and assessed in line with current competencies of available personnel<br>2.3 <b>Personal skills/attributes</b> are assessed and matched against those perceived as necessary for a particular business opportunity<br>2.4 Business Risks are identified and assessed according to resources available and personal preferences |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Business opportunities</b>  | may be influenced by <ul style="list-style-type: none"> <li>• expected financial viability</li> <li>• skills of operator</li> <li>• amount and types of finance available</li> <li>• returns expected or required by owners</li> <li>• likely return on investment</li> <li>• finance required</li> <li>• lifestyle issues</li> </ul>   |
| <b>Business viability</b>  | may include <ul style="list-style-type: none"> <li>• opportunities available</li> <li>• market competition</li> <li>• timing/cyclical considerations</li> <li>• skills available</li> <li>• resources available</li> <li>• location and/or premises available</li> <li>• risk related to a particular business opportunity, especially in regard to Occupational Health and Safety and environmental considerations</li> </ul>  |
| <b>Specialist services</b>   | may include <ul style="list-style-type: none"> <li>• accountants</li> <li>• lawyers and providers of legal advice</li> <li>• government agencies</li> <li>• industry/trade associations</li> <li>• online getaways</li> <li>• business brokers/business consultants</li> </ul>  |

|  |   |
|--|---|
| <b>Personal skills/attributes</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>• technical and/or specialist skills</li> <li>• business knowledge and skills</li> <li>• entrepreneurship</li> <li>• willingness to take risks</li> </ul>   |
| <b>Business risks</b>                    | <p>may be affected by and may include but are not restricted to</p> <ul style="list-style-type: none"> <li>• occupational health and safety and environmental considerations</li> <li>• relevant legislative requirements</li> <li>• security of investment</li> <li>• market competition</li> <li>• security of premises/location</li> <li>• supply and demand</li> <li>• resources available</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to research business opportunities</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSBM404A Undertake business planning</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunities, industrial relations and anti-discrimination</li> <li>○ Occupational Health and Safety responsibilities and procedures for managing hazards relevant to the business opportunity</li> <li>○ Legislation and regulations relevant to the business operation</li> <li>○ Methods for researching business opportunities</li> <li>○ Principles of risk management relevant to the business opportunity</li> <li>○ Methods of identifying relevant specialist services to complement the business opportunity</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to enable interpretation of business information</li> <li>○ Numeracy skills for data analysis to aid research</li> <li>○ Research skills to identify a business opportunity and to conduct a feasibility study</li> <li>○ Analytical skills to assess personal attributes and to identify business risks</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> <li>○ computer references such as relevant legislation and regulation relating to the business operation especially Occupational Health and Safety requirements</li> <li>○ business references such as relevant legislation and regulation relating to the business operation especially Occupational Health and Safety requirements</li> </ul> </li> <li>• Human resources - assessment of this competency will require human</li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must</p> <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 1                               | 1                          | 1                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To research business opportunities</li> <li>• <b>Communicating ideas and information</b> - To gain information</li> <li>• <b>Planning and organising activities</b> - To support research and assessment of opportunities</li> <li>• <b>Working with teams and others</b> - To gain information</li> <li>• <b>Using mathematical ideas and techniques</b> - To aid financial planning</li> <li>• <b>Solving problems</b> - To assess business viability</li> <li>• <b>Using technology</b> - To aid research and planning</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| BSBSBM401A | ESTABLISH BUSINESS AND LEGAL REQUIREMENTS |
| SMB        | Small business                            |

**DESCRIPTION:** The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up existing micro and small businesses or a department in a larger organisation.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Identify and implement business legal requirements</b>         | 1.1 Possible legal options for the business structure are identified<br>1.2 <b>Legislation, codes and regulatory requirements</b> affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance  |
| <b>2 Comply with legislation, codes and regulatory requirements</b> | 2.1 Systems are established to ensure the <b>legal rights and responsibilities</b> of the business are identified, and the business is adequately protected, especially in regard to <b>Occupational Health and Safety</b> , business registration and environmental requirements<br>2.2 <b>Taxation principles and requirements</b> relative to the business are identified, and procedures are followed to ensure compliance<br>2.3 <b>Legal documents</b> are identified, carefully maintained and relevant <b>records</b> are kept and updated to ensure their ongoing security and accessibility<br>2.4 <b>Insurance requirements</b> are identified and adequate cover is acquired<br>2.5 Compliance with legal and regulatory requirements monitored<br>2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required |
| <b>3 Negotiate and arrange contracts</b>                            | 3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities<br>3.2 Potential products/services are investigated and assessed to determine <b>procurement rights</b> and to ensure protection of business interests where applicable<br>3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required<br>3.4 Contractual procurement rights for goods and services including <b>contracts with relevant people</b> , negotiated and secured as required in accordance with the business plan<br>3.5 Options for leasing ownership of business premises identified and contractual arrangements completed in accordance with the business plan   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>• relevant industry codes of practice</li> </ul> <p>Occupational Health and Safety requirements must include</p> <ul style="list-style-type: none"> <li>• establishing hazard management arrangements to identify workplace specific hazards</li> <li>• establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures</li> <li>• establishing Occupational Health and Safety record keeping arrangements in accordance with regulatory requirements</li> <li>• developing and implementing procedures to evaluate and review effectiveness of risk control measures</li> <li>• the establishment and maintenance of a system for managing Occupational Health and Safety</li> <li>• Occupational Health and Safety Duty of Care responsibilities (knowledge of legislation)</li> <li>• establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel</li> <li>• developing workplace arrangements to consult employees</li> </ul> |
| <b>Legal options for the business structure</b>                            | <p>may include</p> <ul style="list-style-type: none"> <li>• company, trust, partnership or sole trader structure or form of business recognised by law</li> <li>• it may be profit or non-profit based</li> </ul> <p>and may be influenced by</p> <ul style="list-style-type: none"> <li>• preferences of owners</li> <li>• requirements of financial backers</li> <li>• confidentiality</li> <li>• taxation</li> <li>• superannuation</li> <li>• ownership transfer</li> <li>• partnership considerations</li> </ul>  |
| <b>Ownership transfer considerations</b>                                   | <p>that may occur as a result of</p>   |



|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• forced business closure</li> <li>• death</li> <li>• divorce</li> <li>• sale of business</li> <li>• buying out other partners</li> <li>• succession planning, etc</li> </ul>   |
| <b>Legislation, codes and regulatory requirements</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• local</li> <li>• state</li> <li>• national and international legislation and regulations affecting business operations such as <ul style="list-style-type: none"> <li>○ business registration</li> <li>○ planning and other permissions</li> <li>○ license to practice</li> <li>○ franchising</li> <li>○ agencies</li> <li>○ licensing, eg, Real Estate Agents, Customs Broker</li> <li>○ fire</li> <li>○ occupational health and safety and environmental legislation</li> <li>○ industrial</li> <li>○ taxation including Goods and Services Tax (GST)</li> <li>○ copyright</li> <li>○ patent trademark and design regulations</li> <li>○ code of practice</li> <li>○ standards and anti-competition/monopoly</li> <li>○ anti-trust and consumer legislation</li> <li>○ Law of Torts</li> </ul> </li> </ul> |
| <b>Legal rights and responsibilities</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• marketing the business in accordance with consumer legislation</li> <li>• operating the business with a duty of care (Law of Torts)</li> <li>• obligations imposed by choice of business structure</li> </ul>  |
| <b>Taxation principles and requirements</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• tax file number, Australian Business number, Goods and Services Tax (GST) registration</li> <li>• Pay As You Go (PAYG) and withholding arrangements</li> <li>• relevant taxation requirements/obligations for business</li> </ul>  |
| <b>Legal documents</b>                                | <p>may include</p> <ul style="list-style-type: none"> <li>• partnership agreements</li> <li>• constitution documents</li> <li>• statutory books for companies, eg, Register of Members, Register of Directors and Minute Books</li> <li>• Certificate of Incorporation</li> <li>• Franchise Agreements and financial documentation</li> <li>• appropriate software for financial records</li> </ul>  |

|   |  |
|---|--|
| <b>Recordkeeping</b>                                | <p>may include but is not restricted to</p> <ul style="list-style-type: none"> <li>• personnel</li> <li>• financial</li> <li>• taxation</li> <li>• Occupational Health and Safety and environmental</li> </ul>   |
| <b>Occupational Health and Safety recordkeeping</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• workers compensation and rehabilitation</li> <li>• hazardous substances register</li> <li>• manufacturers' and suppliers' information</li> <li>• Occupational Health and Safety audits and inspections</li> <li>• first aid and medical; accident reports and investigations</li> <li>• plant maintenance and testing</li> <li>• instruction and training</li> </ul> |
| <b>Insurance requirements</b>                       | <p>may include</p> <ul style="list-style-type: none"> <li>• third party bodily injury on motor vehicles</li> <li>• workers compensation</li> <li>• any other insurance cover declared mandatory by State or Federal legislation</li> </ul>   |
| <b>Procurement rights to products and services</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• royalties</li> <li>• copyright</li> <li>• patents</li> <li>• trademarks</li> <li>• registered design and applications</li> <li>• intellectual property</li> <li>• software licenses</li> <li>• franchises</li> <li>• agencies and any form of licensing</li> </ul>   |
| <b>Contracts with relevant people</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• owners</li> <li>• suppliers</li> <li>• employees</li> <li>• landlords</li> <li>• agents</li> <li>• distributors</li> <li>• customers or any person with whom the business has, or seeks to have, a performance-based relationship</li> </ul>   |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to establish business and legal requirements</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ implement a systematic approach to identifying, managing and meeting legal business requirements</li> <li>○ interpret compliance data and formulate appropriate action</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSBM404A Undertake business planning</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>○ Relevant Occupational Health and Safety responsibilities and procedures</li> <li>○ Business registration and licensing requirements</li> <li>○ Legal rights and obligations of alternative ownership structures</li> <li>○ Relevant taxation and related legislative requirements and legal rights and responsibilities related to the business</li> <li>○ Bookkeeping and record keeping procedures to meet minimum financial and legal requirements</li> <li>○ Award and enterprise agreements, where required</li> <li>○ Industrial law relevant to recruitment and dismissal of employees</li> <li>○ Creation and termination of relevant legal contracts</li> <li>○ Duty of care imposed by Law of Torts</li> <li>○ Relevant industry codes of practice</li> <li>○ Relevant consumer legislation</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret legal requirements, develop company policies and procedures and analyse compliance information</li> <li>○ Communication, reporting and consultation skills necessary for the business operation</li> <li>○ Time management skills to prioritise tasks and to meet datelines</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 2                               | 3                          | 2                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To determine business legal requirements</li> <li>• <b>Communicating ideas and information</b> - To establish business structure</li> <li>• <b>Planning and organising activities</b> - To comply with legal requirements for the business legal structure</li> <li>• <b>Working with teams and others</b> - To obtain compliance with legal requirements</li> <li>• <b>Using mathematical ideas and techniques</b> - To support the business operation</li> <li>• <b>Solving problems</b> - To reduce risk and establish business legal structure</li> <li>• <b>Using technology</b> - To optimise business performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| BSBSBM402A | UNDERTAKE FINANCIAL PLANNING |
| SMB        | Small business               |

**DESCRIPTION: This unit involves the development of a financial plan to support business viability. It is suitable for setting up existing micro and small businesses or a department in a larger organisation.**

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Analyse the financial requirements of the business</b> | 1.1 Income and outgoing expenditure is identified and assessed to plan for business viability<br>1.2 <b>Costs</b> associated with the production and delivery of the business' products/services are identified and documented<br>1.3 Appropriate <b>pricing strategies</b> are identified in relation to market conditions to meet the profit targets of the business<br>1.4 Contribution margins of products/services are considered to obtain the optimum sales mix<br>1.5 Profit projections are prepared to supplement the business plan   |
| <b>2 Develop a financial plan</b>                           | 2.1 <b>Profit targets/goals</b> set to reflect owners desired returns<br>2.2 Working capital requirements necessary to attain profit projections are identified<br>2.3 Non-current asset requirements are identified and alternative asset management strategies considered<br>2.4 <b>Cash flow projections</b> are prepared to enable business operation in accordance with the business plan and legal requirements<br>2.5 Capital investment requirements are identified accurately for each operational period<br>2.6 Budget targets are selected to enable ongoing monitoring of financial performance |
| <b>3 Acquire finance</b>                                    | 3.1 Startup and ongoing financial requirements identified according to <b>financial plan</b> /budget<br>3.2 Sources of finance, including potential <b>financial backers</b> , to provide required liquidity for the business are identified to complement business goals and objectives<br>3.3 Cost of securing finance on optimal terms is investigated<br>3.4 Strategies to obtain finance are identified as required to ensure financial viability of the business  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>award and enterprise agreements and relevant industrial instruments</li> <li>national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>relevant industry codes of practice</li> </ul> |
| <b>Costs</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>direct/indirect costs</li> <li>fixed, variable, semi-variable costs</li> </ul>   |
| <b>Pricing strategies</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>cost/volume/profit analysis</li> <li>competitor analysis</li> <li>market conditions</li> <li>perceived value</li> <li>penetration pricing</li> <li>skimming</li> <li>discounting</li> </ul>  |
| <b>Pricing methods</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>mark up on cost</li> <li>hourly chargeout rates</li> <li>unit costs of production</li> </ul>   |
| <b>Profit targets/goals</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>desired return on investment</li> <li>desired actual/notional salary for owner/manager(s)</li> <li>sales turnover/gross fees or income</li> <li>cost of goods/services sold</li> <li>gross profit/net profit</li> <li>breakeven point</li> </ul>   |



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| <b>Financial plan</b>                    | <p>may include</p> <ul style="list-style-type: none"> <li>• working in conjunction with external consultants e.g. investment analyst, accountant/s, financiers</li> <li>• the current financial state of the enterprise, or owner/operator</li> <li>• financial performance to date (if applicable)</li> <li>• likely return on investment</li> <li>• a review of financial inputs required, eg, sources and forms of finance</li> <li>• projections of likely financial results, eg, budgeting</li> <li>• projected profit targets, pricing strategies, margins</li> <li>• profit, turnover, capital and equity targets</li> <li>• risks and measures to manage or minimise risks</li> <li>• working, fixed, debt and equity capital</li> <li>• non-recurrent assets calculations</li> <li>• projections may vary depending on the importance of such information and the stage in the life of the business</li> <li>• monthly, quarterly or annual returns</li> <li>• analysis of sales by product/service, identifying where they were sold and to whom</li> <li>• estimates of profit and loss projections for each forward period</li> <li>• cash flow estimates for each forward period</li> <li>• resources required to implement the proposed marketing and production strategies <ul style="list-style-type: none"> <li>○ staff</li> <li>○ materials</li> <li>○ plant</li> <li>○ equipment</li> </ul> </li> </ul> |
| <b>Cash flow projections</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• customer credit policy / debt recovery</li> <li>• anticipated receipts</li> <li>• anticipated payments</li> <li>• taxation provisions</li> </ul>   |
| <b>Financial backers</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• financiers/banks/lending institutions</li> <li>• shareholders/partners/owners</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to undertake financial planning</li> <li>• Assessment of performance should be over a period of time covering all categories from the range of variables applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ develop a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSBM404A Undertake business planning</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>○ Financial decision making relevant to the business</li> <li>○ Basic costing for the business, including margin/mark-up, hourly chargeout rates and unit costs</li> <li>○ Breakeven analysis</li> <li>○ Working capital cycles</li> <li>○ Methods and relative costs of obtaining finance</li> <li>○ Purpose of financial reports</li> <li>○ Relevant accounting principles</li> <li>○ Principles of budgeting</li> <li>○ Principles for preparation of profit and loss statements</li> <li>○ Principles for preparation of balance sheets</li> <li>○ Principles for preparation of cash flow forecasts</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Numeracy concepts to analyse financial information regarding the business</li> <li>○ Communication including reporting</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To acquire and plan finances</li> <li>• <b>Communicating ideas and information</b> - To obtain and convey financial information</li> <li>• <b>Planning and organising activities</b> - To comply with legal requirements and plan finances</li> <li>• <b>Working with teams and others</b> - To obtain finance and financial information</li> <li>• <b>Using mathematical ideas and techniques</b> - To plan and maintain finances</li> <li>• <b>Solving problems</b> - To maximise business financial viability</li> <li>• <b>Using technology</b> - To optimise business performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                      |
|------------|----------------------|
| BSBSBM403A | PROMOTE THE BUSINESS |
| SMB        | Small business       |

**DESCRIPTION:** This unit covers the development and implementation of marketing strategies and the monitoring an improvement of market performances. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Develop marketing strategies</b>               | 1.1 The business and its key products or services are analysed to determine the focus of marketing activities in accordance with the objectives of the business plan<br>1.2 Customer base and target market for the business are evaluated as a basis for <b>marketing strategies</b><br>1.3 Marketing objectives and strategies are determined in consultation with <b>relevant people</b> in accordance with the business plan   |
| <b>2 Determine a marketing mix for the business</b> | 2.1 Product mix, volumes and pricing are balanced to optimise sales and profit<br>2.2 The costs and benefits of using different <b>distribution channels</b> and/or providing different <b>levels of customer service</b> are evaluated and the results considered in determining the marketing mix<br>2.3 Promotional activities are determined to suit the target market<br>2.4 Customer needs and preferences are considered in determining the marketing mix<br>2.5 Marketing mix is determined according to market and business needs   |
| <b>3 Implement marketing strategies</b>             | 3.1 Persons involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of the marketing strategies<br>3.2 <b>Promotional activities</b> are planned and implemented in accordance with marketing objectives and budgetary requirements   |
| <b>4 Monitor and improve marketing performance</b>  | 4.1 Ongoing monitoring of marketing activities and evaluation of business performance is conducted according to the objectives and targets of the business plan<br>4.2 <b>Performance gaps</b> analysed and corrective action taken or new targets set<br>4.3 All relevant people are encouraged to propose ways to improve marketing performance<br>4.4 <b>Customer reaction</b> to all aspects of the marketing mix is sought and analysed to improve targeting and outcomes<br>4.5 Ongoing research of customer requirements is conducted to identify opportunities for change and improvement<br>4.6 Changes in market opportunities are monitored and investigated for new business opportunities to aid business development |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Marketing strategies</b>  | may include <ul style="list-style-type: none"> <li>• product design and packaging</li> <li>• pricing, presentation and display of products/services</li> <li>• promotion and advertising</li> <li>• product range and mix</li> <li>• distribution</li> <li>• achieving lower costs of production and distribution than competitors</li> <li>• pursuing cost leadership and/or product differentiation within a specialist market segment</li> <li>• creating a very different product line or service so that the business becomes a class leader in the industry</li> </ul> |
| <b>Relevant people</b>   | may include <ul style="list-style-type: none"> <li>• owner/operator, partners</li> <li>• financial backers, clients</li> <li>• accountant or other specialist services</li> <li>• family members, work team members, sub-contractors</li> <li>• franchise agency</li> <li>• trade or industry associations</li> <li>• regulatory bodies</li> </ul>   |
| <b>Marketing mix</b>   | may include <ul style="list-style-type: none"> <li>• technical features, design</li> <li>• quality, range</li> <li>• safety features</li> <li>• pricing</li> <li>• promotion, distribution</li> <li>• level of service</li> </ul>  |

|                                  |  |
|----------------------------------|--|
| <b>Distribution channels</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• self-access, wholesale, retail</li> <li>• distributor, delivery service, mail order, telesales</li> <li>• dealer, re-seller, franchisee</li> </ul>   |
| <b>Level of customer service</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• sales assistance for problems/queries only</li> <li>• one-on-one personal service</li> <li>• after sales service</li> </ul>  |
| <b>Promotional activities</b>    | <p>may include</p> <ul style="list-style-type: none"> <li>• advertising in national suburban or local newspapers</li> <li>• web site</li> <li>• word of mouth, referral, testimonials</li> <li>• professional/industry journals</li> <li>• advertising on radio or television</li> <li>• mail drops</li> <li>• display posters</li> <li>• canvassing and telephone canvassing</li> <li>• exhibitions, in-store promotions</li> <li>• sponsorship</li> <li>• the development of networks and strategic alliances</li> <li>• staff development programs to enhance customer service orientation</li> </ul> |
| <b>Performance gaps</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• under or over achievement of performance targets</li> </ul>  |
| <b>Customer reaction</b>         | <p>may be determined through</p> <ul style="list-style-type: none"> <li>• survey/other feedback mechanisms</li> <li>• informal discussion</li> <li>• customer meetings, focus groups</li> <li>• sales to contact ratio</li> <li>• trend analysis</li> <li>• identification of new business opportunities</li> </ul>  |



|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to promote the business</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ develop a marketing strategy and choice of marketing mix to complement the business plan</li> <li>○ implement and monitor the marketing strategy/plan to optimise the chances of business success</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSBM404A Undertake business planning</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>○ Relevant marketing concepts and methods</li> <li>○ Relevant market analysis and research</li> <li>○ Methods of developing marketing objectives and marketing mix</li> <li>○ Methods of analysing costs and benefits of marketing strategies</li> <li>○ Methods of monitoring customers satisfaction</li> <li>○ Industry market trends</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy and numeracy skills to research information and to interpret market data</li> <li>○ Communication including questioning, clarifying, reporting</li> <li>○ Numeracy skills for data analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for</i></li> </ul> </li> </ul>  |

|                                   | <i>Registered Training Organisations</i>   |
|-----------------------------------|--|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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 Statements</li> <li>Assessment must take account of the endorsed assessment guidelines</li> <li>Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment. Add in additional industry requirements if appropriate</li> <li>Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 3                          | 2                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To develop marketing strategies</li> <li>• <b>Communicating ideas and information</b> - To consult with relevant people</li> <li>• <b>Planning and organising activities</b> - To implement to marketing strategy</li> <li>• <b>Working with teams and others</b> - To gain support for the plan</li> <li>• <b>Using mathematical ideas and techniques</b> - To research market needs</li> <li>• <b>Solving problems</b> - To determine the optimum marketing mix</li> <li>• <b>Using technology</b> - To optimise business performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                             |
|------------|-----------------------------|
| BSBSBM404A | UNDERTAKE BUSINESS PLANNING |
| SMB        | Small business              |

**DESCRIPTION:** This unit covers the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Identify elements of a business plan</b>    | 1.1 Components of a business plan relevant to a <b>business opportunity</b> identified and reviewed<br>1.2 Purpose of the <b>business plan</b> is identified<br>1.3 <b>Business goals and objectives</b> are identified and documented, as a basis for measuring business performance   |
| <b>2 Develop a business plan</b>                 | 2.1 The <b>business plan</b> demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives<br>2.2 The <b>financial plan</b> identifies <b>sources</b> and costs of finance to provide required liquidity and profitability for the business<br>2.3 Marketing/promotion strategies identify methods to promote the market exposure of the business<br>2.4 <b>Production/operations plan</b> identifies methods/means of production/operation to conform with business goals and objectives<br>2.5 <b>Staffing requirements</b> , are identified as required to effectively produce/deliver products/services<br>2.6 <b>Specialist services</b> and sources of advice are identified where required, and costs in accordance with resources available |
| <b>3 Develop strategies for minimising risks</b> | 3.1 Specific interests and objectives of <b>relevant people</b> are identified and their support of the planned business direction is sought and confirmed<br>3.2 <b>Risk management strategies</b> are identified and developed according to business goals and objectives and relevant legal requirements<br>3.3 <b>Contingency plan</b> is developed to address possible areas of non conformance to plan  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>• relevant industry codes of practice</li> </ul>   |
| <b>Occupational health and safety issues</b>                               | must include <ul style="list-style-type: none"> <li>• management of the organisation and operation of Occupational Health and Safety as part of the business plan</li> <li>• procedures for managing hazards in the workplace, eg, identify, assess and control</li> <li>• identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances</li> <li>• provisions for enduring safety of members of the public and contractors visiting the premises/worksite</li> </ul>   |
| <b>Business plan</b>   | may include <ul style="list-style-type: none"> <li>• proposed size and scale of business</li> <li>• market focus of the business</li> <li>• marketing requirements</li> <li>• sources of funding</li> <li>• need to raise finance and requirements of lenders</li> <li>• level of risk involved, risk assessment and management</li> <li>• stages in the business development</li> <li>• business opportunities</li> <li>• resources required and available</li> <li>• details of ownership/management</li> <li>• staffing</li> <li>• organisation/operational arrangements</li> <li>• specialist services and sources of advice which may be required</li> <li>• finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment</li> <li>• recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise</li> </ul> |
| <b>Business opportunities</b>  | may be influence by <ul style="list-style-type: none"> <li>• expected financial viability</li> </ul>  |

|                                      |   |
|--------------------------------------|---|
|                                      | <ul style="list-style-type: none"> <li>• skills of operator</li> <li>• amount and types of finance available</li> </ul>   |
| <b>Business goals and objectives</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• short, medium or long term goals</li> <li>• financial projections</li> <li>• customer needs/marketing projections</li> <li>• proposed size and scale of the business</li> <li>• market focus of the business</li> <li>• lifestyle issues</li> </ul>  |
| <b>Financial plan</b>                | <p>may include</p> <ul style="list-style-type: none"> <li>• the current financial state of the enterprise, or owner/operator</li> <li>• financial performance to date (if applicable)</li> <li>• likely return on investment</li> <li>• a review of financial inputs required, eg, source and forms of finance</li> <li>• projections of likely financial results, eg, budgeting</li> <li>• projected profit targets, pricing strategies, margins</li> <li>• profit, turnover, capital and equity targets</li> <li>• risks and measures to manage or minimise risks</li> <li>• working, fixed, debt and equity capital</li> <li>• non-recurrent assets calculations</li> <li>• projections may vary depending on the importance of such information and the stage in the life of the business</li> <li>• monthly, quarterly or annual returns</li> <li>• analysis of sales by product/service, identifying where they were sold and to whom</li> <li>• estimates of profit and loss projections for each forward period</li> <li>• cash flow estimates for each forward period</li> <li>• resources required to implement the proposed marketing and production strategies <ul style="list-style-type: none"> <li>○ staff</li> <li>○ materials</li> <li>○ plant</li> <li>○ equipment</li> </ul> </li> </ul> |
| <b>Financial resources</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• personal, financial institutions, trade/industry sources</li> <li>• government sources, eg, Federal and state governments which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice</li> </ul>   |
| <b>Financial backers</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• owner, family and friends</li> <li>• providers of venture capital</li> <li>• banks of finance companies</li> <li>• leasing and hire purchase financiers</li> </ul>  |

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| <b>Production/operations plan</b> | <p>may include</p> <ul style="list-style-type: none"> <li>options for production, delivery, technical and customer service and support</li> <li>means of supply and distribution</li> <li>operational targets and action plan may include short, medium or long term goals</li> <li>customer requirements, market expectations, budgetary constraints</li> <li>industrial relations climate and quality assurance considerations</li> </ul>  |
| <b>Staffing requirements</b>      | <p>may include</p> <ul style="list-style-type: none"> <li>owner/operator</li> <li>full-time, part-time staff, permanent, temporary or casual staff</li> <li>sub-contractors or external advisers/consultants</li> </ul>  |
| <b>Specialist services</b>        | <p>may include</p> <ul style="list-style-type: none"> <li>accountants</li> <li>lawyers and providers of legal advice</li> <li>government agencies</li> <li>industry/trade associations</li> <li>online gateways</li> <li>business brokers/business consultants</li> </ul>  |
| <b>Relevant people</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>owner/operator, partners, financial backers</li> <li>family members</li> <li>clients</li> <li>suppliers</li> <li>franchise agency</li> <li>trade or industry associations</li> <li>regulatory bodies</li> </ul>  |
| <b>Risk management strategies</b> | <p>may include</p> <ul style="list-style-type: none"> <li>security systems to provide physical security of premises, plant, equipment, goods and services</li> <li>security of intellectual property</li> <li>knowledge management</li> <li>breach of contract, product liability</li> <li>measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity</li> </ul> <p>and must include</p> <ul style="list-style-type: none"> <li>Occupational Health and Safety requirements</li> </ul> |
| <b>Contingency plan</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>disturbances to cash flow, supply and/or distribution</li> </ul>   |



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|  | <ul style="list-style-type: none"><li>• sickness or personal considerations</li></ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to undertake business planning</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ develop a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives</li> <li>○ identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBSBM301A Research business opportunities</li> <li>○ BSBSBM401A Establish business and legal requirements</li> <li>○ BSBSBM402A Undertake financial planning</li> <li>○ BSBSBM403A Promote the business</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, Industrial Relations and anti-discrimination</li> <li>○ Occupational Health and Safety responsibilities and procedures for identifying hazards relevant to business</li> <li>○ Reasons for and benefits of business planning</li> <li>○ Planning processes</li> <li>○ Preparation of a business plan</li> <li>○ Setting goals and objectives</li> <li>○ Methods of evaluation</li> <li>○ Types of business planning, feasibility studies, strategic, operational, financial planning</li> <li>○ Relevant industry codes of practice</li> <li>○ Principles of risk management relevant to business planning</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to enable interpretation of business information</li> <li>○ Communication skills relevant to business performance</li> <li>○ Numeracy skills for data analysis</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

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|-----------------------------------|--|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace. These may include</li> <li>○ computer equipment</li> <li>○ business references such as relevant legislation and regulation relating to the business operation especially Occupational Health and Safety requirements</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 2                               | 3                          | 2                           | 3                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To develop a business plan</li> <li>• <b>Communicating ideas and information</b> - To gain support for the business plan</li> <li>• <b>Planning and organising activities</b> - To support the business operation</li> <li>• <b>Working with teams and others</b> - To plan staffing and supply of goods and services</li> <li>• <b>Using mathematical ideas and techniques</b> - To aid financial planning</li> <li>• <b>Solving problems</b> - To support business planning</li> <li>• <b>Using technology</b> - To aid business planning</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| BSBSBM405A | MONITOR AND MANAGE BUSINESS OPERATIONS |
| SMB        | Small business                         |

**DESCRIPTION: This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for existing micro and small businesses or a department in a larger organisation.**

| ELEMENT                                   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Develop operational strategies</b>   | 1.1 Action plan is developed to provide a clear and coherent direction in accordance with the <b>business goals and objectives</b><br>1.2 <b>Occupational Health and Safety and environmental issues</b> are identified and strategies implemented to minimise risk factors<br>1.3 Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimise business performance<br>1.4 Performance measures, <b>operational targets</b> and quality assurance issues are developed to conform with the business plan<br>1.5 Structured approach to innovation, including the utilisation of existing, new or emerging technologies, is developed to respond to changing customer requirements              |
| <b>2 Implement operational strategies</b> | 2.1 Systems and key performance indicators/targets are implemented to monitor business performance and customer satisfaction<br>2.2 Systems to control stock, expenditure/cost, wastage/shrinkage and risks to health & safety are implemented in accordance with the business plan<br>2.3 Staffing requirements, where applicable, are maintained within budget to maximise productivity<br>2.4 The provision of goods/services is carried on in accordance with established <b>technical</b> , legal and ethical <b>standards</b><br>2.5 The provision of goods/services meets time, cost and quality specifications in accordance with customer requirements<br>2.6 Quality procedures are applied to address product/service and customer requirements |
| <b>3 Monitor business performance</b>     | 3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan<br>3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance<br>3.3 Operating problems are investigated and analysed to establish causes, and changes implemented as required<br>3.4 <b>Operational</b> policies and <b>procedures</b> are changed to incorporate corrective action taken  |
| <b>4 Maintain networks</b>                | 4.1 Relevant personal and professional <b>networks</b> identified and maintained to support business operation<br>4.2 <b>Strategies</b> developed for use of networks to assist in promoting the business and for monitoring changing business requirements  |

|                                     |  |
|-------------------------------------|--|
| <b>5 Review business operations</b> | <ul style="list-style-type: none"><li>5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives</li><li>5.2 Proposed changes are clearly recorded to aid future planning and evaluation</li><li>5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Operational strategies/procedures</b>                                   | may be determined by <ul style="list-style-type: none"> <li>• business premises, eg, size, location, layout</li> <li>• purchase (sole or shared ownership) or leasing</li> <li>• premises, plant and equipment may be new or previously owned</li> <li>• requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business</li> <li>• use of existing, new and emerging technologies including e-commerce</li> <li>• plant and equipment, including Occupational Health and Safety requirements</li> <li>• physical and natural resources</li> <li>• methods/techniques/technology</li> <li>• management and administrative systems and procedures</li> <li>• technology</li> <li>• raw materials</li> </ul> |
| <b>Occupational Health and Safety and environment issues</b>               | must include <ul style="list-style-type: none"> <li>• establishment and maintenance of procedures for identifying risks to health and safety</li> <li>• establishment and maintenance of procedures for assessing and controlling risks</li> <li>• controls may include instructions to workplace personnel concerning               <ul style="list-style-type: none"> <li>○ site hazards and controls</li> <li>○ material safety data sheets</li> <li>○ use of personal protective equipment</li> <li>○ vehicle access</li> <li>○ signs and barricades</li> <li>○ traffic control</li> <li>○ outside contractors</li> </ul> </li> <li>• waste and by-products</li> </ul>   |

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| <b>Business goals and objectives</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• short, medium, or long term goals</li> <li>• financial projections</li> <li>• customer needs/marketing projections</li> <li>• proposed size and scale of the business, market focus of the business</li> <li>• lifestyle issues</li> </ul>  |
| <b>Business outputs</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• products</li> <li>• services</li> </ul>  |
| <b>Operational targets</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• internal targets which may relate to size, quality, quantity and diversity, wages to sales, sales to area, stock levels/stock turnover, average debtor payment period and levels</li> <li>• external targets which may relate to market share and positioning and may involve exploring new markets, building national or international trade links</li> <li>• targets which may be short, medium or long term</li> <li>• staffing level and skills mix</li> </ul> |
| <b>Technical standards</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• any current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively</li> </ul>   |
| <b>Networks</b>                      | <p>may include</p> <ul style="list-style-type: none"> <li>• personal contacts</li> <li>• professional associations</li> <li>• business/industry association contacts</li> <li>• formal/ informal/ individual/ group/ organisational contacts</li> </ul> <p>and may assist in the provision of information on</p> <ul style="list-style-type: none"> <li>• business trends</li> <li>• changes in business environment</li> <li>• client requirements</li> <li>• technical support</li> <li>• financial advice</li> </ul>        |



|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to monitor and manage business operations</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ develop strategies to successfully manage the operation of the business by interpreting information</li> <li>○ make appropriate adjustments to the business operations as required</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, Industrial Relations and anti-discrimination</li> <li>○ Occupational Health and Safety responsibilities and procedures for managing hazards</li> <li>○ Technical or specialist skills relevant to the business operation</li> <li>○ Relevant industry codes of practice</li> <li>○ Identification of relevant performance measures</li> <li>○ Quality assurance principles and methods</li> <li>○ Role of innovation</li> <li>○ Principles of risk management relevant to the business, including risk assessment</li> <li>○ Relevant marketing, sales and financial concepts</li> <li>○ Methods for implementing operation and revenue control systems</li> <li>○ Systems to manage staff, control stock, expenditure, services and customer service</li> <li>○ Methods for monitoring performance and implementing improvements</li> <li>○ Methods for developing and maintaining networks</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret legal requirements, company policies and procedures</li> <li>○ Communication skills including questioning, clarifying, reporting</li> <li>○ Numeracy skills for performance information and financial control</li> <li>○ Technical skills are relevant to the business</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic background and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to</li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in Performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 3                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To assist in business operation</li> <li>• <b>Communicating ideas and information</b> - To deal with customers, suppliers and staff</li> <li>• <b>Planning and organising activities</b> - To support and enhance the business operation</li> <li>• <b>Working with teams and others</b> - To build the business</li> <li>• <b>Using mathematical ideas and techniques</b> - To support the business operation</li> <li>• <b>Solving problems</b> - To reduce risk and enhance business opportunities</li> <li>• <b>Using technology</b> - To optimise business performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                 |
|------------|-----------------|
| BSBSBM406A | MANAGE FINANCES |
| SMB        | Small business  |

**DESCRIPTION:** This unit involves the implementation, monitoring and review of strategies for the ongoing management of finance. It also includes day-to-day financial management of the business. It is suitable for existing micro and small businesses or a department in a larger organisation.

| ELEMENT                                | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Maintain financial records</b>    | <p>1.1 <b>Financial information</b> requirements are identified and <b>specialist services</b> obtained, as required, to profitably operate and extend the business in accordance with the business plan</p> <p>1.2 Financial information records are identified to meet the needs of the business in accordance with legal requirements</p> <p>1.3 <b>Relevant accounting procedures</b> maintained according to legal requirements and/or specialist services sought as required</p> <p>1.4 Administration and financial record keeping procedures are developed and documented in accordance with legal requirements</p>  |
| <b>2 Implement financial plan</b>      | <p>2.1 Financial budgets/projections, including cash flow estimates, are produced as required for each forward period, and distributed to <b>relevant people</b> in accordance with <b>legal requirements</b></p> <p>2.2 Business capital is negotiated/ secured/ managed to best enable implementation of the business plan and meet the requirements of <b>financing bodies</b></p> <p>2.3 Taxation records are maintained and reporting requirements complied with</p> <p>2.4 Strategies to enable adequate financial provision for taxation developed and maintained in accordance with legal requirements</p> <p>2.5 Client <b>credit policies</b> including contingencies for debtors in default are developed, monitored and maintained to maximise cash flow</p> <p>2.6 Key performance indicators are selected to enable ongoing monitoring of financial performance</p> <p>2.7 Financial procedures are recorded and communicated to relevant people to facilitate implementation of the business plan</p> |
| <b>3 Monitor financial performance</b> | <p>3.1 Financial performance targets are regularly monitored and reported and data is gathered to establish the extent to which the financial plan has been met</p> <p>3.2 Marketing and operational strategies are monitored for their effects on the financial plan</p> <p>3.3 <b>Financial ratios</b> are calculated and evaluated according to own/industry benchmarks</p> <p>3.4 Financial plan is assessed to determine whether variations or alternative plans are indicated and changed as required</p> <p>3.5 Appropriate action is taken to ensure the achievement of profit and return to enable business operation in accordance with the business plan and legal requirements</p>   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>• relevant industry codes of practice</li> </ul>   |
| <b>Financial information</b>   | may include <ul style="list-style-type: none"> <li>• financial budgets</li> <li>• business capital</li> <li>• cash flow forecasts</li> <li>• statements/forecasts</li> <li>• bookkeeping/ accounting/ stock/ job costing records</li> <li>• asset registers</li> <li>• profit and loss statements</li> <li>• balance sheets</li> <li>• payroll records</li> <li>• superannuation entitlements</li> <li>• accrual of staff leave/entitlements</li> <li>• taxation returns including Goods and Services Tax (GST)</li> <li>• business activity statements</li> <li>• ratios for profitability, liquidity/ efficiency/ financial structure</li> <li>• risk management</li> <li>• financial indicators may be short, medium and/or long term</li> <li>• asset management strategy which may include               <ul style="list-style-type: none"> <li>○ owning, leasing, sharing, syndicating</li> <li>○ maintaining and deploying assets</li> </ul> </li> </ul> |
| <b>Relevant accounting procedures</b>                                      | may include <ul style="list-style-type: none"> <li>• accrual/cash</li> <li>• single entry/double entry</li> <li>• manual/computerised</li> </ul>  |

|                            |  |
|----------------------------|--|
| <b>Specialist services</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• accountants</li> <li>• lawyers and providers of legal advice</li> <li>• government agencies</li> <li>• industry/trade associations</li> <li>• online getaways</li> <li>• business brokers/business consultants</li> </ul>  |
| <b>Relevant people</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• owner/operator</li> <li>• partners</li> <li>• financial backers</li> <li>• family members</li> <li>• franchise agency</li> <li>• trade or industry associations</li> <li>• regulatory bodies</li> </ul>  |
| <b>Legal Requirements</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• contractual arrangements, eg, partnership agreements, trust deeds</li> <li>• corporations law</li> <li>• industrial law (for payroll records)</li> <li>• taxation law</li> </ul>   |
| <b>Financial bodies</b>    | <p>may include</p> <ul style="list-style-type: none"> <li>• financiers/ banks/ lending institutions</li> <li>• shareholders/ partners/ owners</li> </ul>   |
| <b>Credit policies</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• debt collection</li> <li>• trading terms</li> <li>• credit limits</li> <li>• payment options</li> <li>• credit references</li> </ul>   |
| <b>Financial ratios</b>    | <p>may include</p> <ul style="list-style-type: none"> <li>• gross profit percentage</li> <li>• net profit percentage</li> <li>• expense percentages</li> <li>• stockturn rates</li> <li>• staff productivity measures</li> <li>• return on investment/ return on total assets</li> <li>• current ratio</li> <li>• liquid ratio</li> <li>• day stock on hand</li> <li>• days debtors outstanding</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• proprietary/debt ratio</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to manage finances</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ develop, implement and review strategies for the ongoing management of finance</li> <li>○ maintain day-to-day financial management of the business as well as implementation of broad financial strategies</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>○ Financial decision making relevant to the business</li> <li>○ Basic knowledge of specific tax requirements relevant to the individual industry</li> <li>○ Legal obligations for record keeping</li> <li>○ Processing financial transactions</li> <li>○ Basic accounting principles (single entry/double entry)</li> <li>○ Purpose of financial reports</li> <li>○ Financial ratios</li> <li>○ Interpretation of comparative profit and loss statements</li> <li>○ Interpretation of comparative profit balance sheets</li> <li>○ Preparation and interpretation of budget/actual reports</li> <li>○ Stock records/stock control relevant to the business</li> <li>○ Benchmarking</li> <li>○ Method and relative costs of obtaining finance</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret legal requirements, company policies and procedures</li> <li>○ Communication including reporting</li> <li>○ Numeracy skills to undertake financial calculations</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency is demonstrated by performance of all state 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 2                               | 2                          | 2                           | 2                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To acquire and manage finances</li> <li>• <b>Communicating ideas and information</b> - To obtain and convey financial information</li> <li>• <b>Planning and organising activities</b> - To comply with legal requirements and manage finances</li> <li>• <b>Working with teams and others</b> - To obtain financial information</li> <li>• <b>Using mathematical ideas and techniques</b> - To plan and maintain finances</li> <li>• <b>Solving problems</b> - To maximise business financial viability</li> <li>• <b>Using technology</b> - To optimise business performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                     |
|------------|---------------------|
| BSBSBM407A | MANAGE A SMALL TEAM |
| SMB        | Small business      |

**DESCRIPTION: This unit covers planning and managing staff. It involves industrial relations, staff selection, staff records, induction, training and team development to enhance business operations. It is suitable for existing micro and small businesses or a department in a larger organisation.**

| ELEMENT                                      | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Develop staffing plan</b>               | <p>1.1 <b>Staffing requirements</b> to allow the business to run effectively are determined in accordance with business requirements as outlined in the business plan</p> <p>1.2 Existing skills/competencies of self and staff are identified and compared with business requirements to identify any gaps</p> <p>1.3 <b>Policies</b> and procedures are developed to address recruitment, performance measures, induction, training and development needs of owner/s and staff in accordance with the business plan</p>  |
| <b>2 Recruit, induct and train the team</b>  | <p>2.1 Job description and competencies required, clearly identified in accordance with business requirements, and employment vacancies advertised</p> <p>2.2 Information obtained from each candidate judged against specified selection criteria and selection decided in accordance with business and legal requirements</p> <p>2.3 New staff members inducted</p> <p>2.4 Team members made aware of their responsibilities and performance requirements as soon as practicable and opportunities taken to coach team members who are unfamiliar with business procedures</p> <p>2.5 Systematic approach to training is taken, including demonstration and explanation, as appropriate to the skill or job being taken</p>  |
| <b>3 Address industrial relations issues</b> | <p>3.1 Workplace rights and obligations of employers and employees are clarified in accordance with legal requirements</p> <p>3.2 Staff counselled if required, in a positive and constructive manner, and outcomes recorded accurately</p>  |
| <b>4 Maintain staff records</b>              | <p>4.1 <b>Staff records system</b> developed to provide timely and accurate information in accordance with confidentiality and legal requirements</p> <p>4.2 System for recording and retrieving personnel and payroll information monitored, accurately maintained and specialist advice sought where required</p>  |
| <b>5 Manage staffing issues</b>              | <p>5.1 Contribution and skills of self and other team members are regularly reviewed to ensure performance is in line with agreed <b>performance measures</b></p> <p>5.2 Staffing requirements are noted, monitored and adjusted especially in regard to the balance between operational and support personnel according to changing business requirements</p> <p>5.3 Allocation of staff to particular tasks/functions is continually monitored and reviewed in the light of business requirements and corrective action taken promptly as required</p> <p>5.4 Opportunities for staff to discuss work related issues regularly provided</p> <p>5.5 <b>Contingency plan</b> developed to cope with unexpected or extreme situations and appropriate corrective action taken as required</p> |

|                                  |  |
|----------------------------------|--|
| <b>6 Review team performance</b> | <ul style="list-style-type: none"><li>6.1 Positive and constructive relationships developed with and between <b>team members</b></li><li>6.2 Team objectives in support of business goals are reviewed and updated on a regular basis in consultation with team members</li><li>6.3 Strengths and weaknesses of team identified against current and expected work requirements</li><li>6.4 Time is scheduled on a regular basis, for team members to review work operations to maintain and improve operational efficiency</li><li>6.5 Team members are encouraged to monitor their own performance, suggest improvements and to identify professional development needs in accordance with personal and business requirements</li></ul> |
|----------------------------------|--|

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>   | <b>CATEGORIES</b>  |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Staffing requirements</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• self only, family and/or friends</li> <li>• number of staff</li> <li>• time commitment, performance expectations</li> <li>• responsibilities, competencies required</li> <li>• full-time, part-time, permanent, temporary or casual</li> <li>• sub-contractors or external advisors/consultants</li> </ul>   |
| <b>Staff policies</b>  | <p>must include</p> <ul style="list-style-type: none"> <li>• recruitment and selection</li> <li>• training, induction</li> <li>• occupational health and safety</li> <li>• employment conditions, equal opportunity, anti-discrimination, cultural diversity</li> </ul>  |
| <b>Industrial relations matters</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• awards and/or industrial agreements and relevant industrial instruments</li> <li>• counselling, dismissal procedures</li> </ul>  |
| <b>Staff records system</b>  | <p>must include</p> <ul style="list-style-type: none"> <li>• job/position descriptions</li> <li>• employee records including               <ul style="list-style-type: none"> <li>○ tax file number</li> <li>○ remuneration</li> <li>○ leave and training records</li> </ul> </li> <li>• disciplinary and grievance procedures</li> <li>• records of taxation and superannuation payments made</li> <li>• occupational health and safety record</li> </ul>                   |
| <b>Performance measures</b>  | <p>may include</p>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• performance of key people</li> <li>• overall productivity of the staff</li> <li>• staff morale, work ethic, work satisfaction</li> <li>• ratio of direct workers to those who support, supervise or manage them</li> <li>• ratio of sales dollars per employee</li> <li>• percentage of chargeable hours/days per week</li> </ul>  |
| <b>Contingency plan</b>                  | <p>may include</p> <ul style="list-style-type: none"> <li>• occupational health and safety</li> <li>• environmental issues</li> <li>• unpredicted staff shortages</li> <li>• unpredicted customer demand/busy periods</li> <li>• fluctuating workloads</li> <li>• accidents or emergencies</li> </ul>   |
| <b>Team members</b>                      | <p>may include</p> <ul style="list-style-type: none"> <li>• owner/s, partners, family members, staff</li> <li>• people with varying competencies and training</li> <li>• people with varying culture and language</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to manage a small team</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ manage a small team including staff selection, staff records, induction and training</li> <li>○ develop and maintain team performance to enhance business operations</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, Equal Employment Opportunity, industrial relations and anti-discrimination</li> <li>○ Occupational Health and Safety responsibilities and procedures for managing hazards</li> <li>○ Relevant industry awards/enterprise agreements</li> <li>○ Equal opportunity, anti-discrimination legislation</li> <li>○ Staff counselling, grievance and disciplinary procedures</li> <li>○ Unfair dismissal legislation and procedures</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret legal requirements and compile reports</li> <li>○ Conflict resolution</li> <li>○ Communication skills including ability to relate to staff</li> <li>○ Team building and motivation skills</li> <li>○ Training/coaching skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework</li> </ul> </li> </ul>   |



|                                   |   |
|-----------------------------------|---|
|                                   | (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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 Statements</li> <li>Assessments must take account of the endorsed assessment guidelines</li> <li>Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment. Add in additional industry requirements if appropriate</li> <li>Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 3                               | 2                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To plan for and manage a small team</li> <li>• <b>Communicating ideas and information</b> - To aid team development</li> <li>• <b>Planning and organising activities</b> - To manage staffing issues</li> <li>• <b>Working with teams and others</b> - To develop and train a team</li> <li>• <b>Using mathematical ideas and techniques</b> - To plan, record and report on staffing issues</li> <li>• <b>Solving problems</b> - To reduce conflict and maximise productivity</li> <li>• <b>Using technology</b> - To optimise business performance</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



# **TECHNOLOGY**



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|            |                                   |
|------------|-----------------------------------|
| BSBADM403A | DEVELOP AND USE COMPLEX DATABASES |
| TCN        | Technology                        |

**DESCRIPTION: This unit covers the use of database software to complete business tasks and produce useable complex documents.**

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Use safe work practices</b>                     | 1.1 Workspace, furniture and equipment are adjusted to suit the <b>ergonomic requirements</b> of the user<br>1.2 <b>Work organisation</b> meets organisational and statutory requirements for computer operation<br>1.3 Energy and resource <b>conservation techniques</b> are used to minimise wastage in accordance with organisational and statutory requirements   |
| <b>2 Develop a linked database solution</b>          | 2.1 Task is analysed and specifications for databases are determined<br>2.2 Organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements are identified<br>2.3 Databases are <b>designed</b> and constructed to meet the requirements of the given situation<br>2.4 field attributes are set according to data type and databases are linked by a common field in accordance with software procedures<br>2.5 Database design utilises software functions and <b>formulae</b> to meet identified requirements   |
| <b>3 Develop database record forms and reports</b>   | 3.1 <b>Data entry forms</b> are designed and created to meet specified requirements for entering and displaying information<br>3.2 Data table and form layout enable efficient data input and display<br>3.3 Field attributes are set according to data type and formulae/calculated field incorporated to meet task specifications<br>3.4 <b>Report</b> formats are designed and <b>created</b> according to specified criteria using conditional operators as required<br>3.5 Database reports are formatted in accordance with organisational style and presentation requirements<br>3.6 Queries and formulae are tested to confirm output meets task requirement |
| <b>4 Automate and standardise database operation</b> | 4.1 Tasks are evaluated to identify those where automation would increase efficiency<br>4.2 <b>Macros</b> are created, used and edited to fulfil the requirements of the task and automate database operation<br>4.3 <b>Templates</b> are developed, edited and used to ensure consistency of design and layout for forms and reports in accordance with organisational requirements   |



|                        |   |
|------------------------|---|
| <b>5 Use databases</b> | <ul style="list-style-type: none"><li>5.1 Data is entered, checked and amended in accordance with organisational and task requirements</li><li>5.2 Data is imported/exported between compatible databases and host documents adjusted in accordance with software and system procedures</li><li>5.3 Manuals, user documentation and on-line help are used to overcome problems with spreadsheet design and production</li><li>5.4 Database reports and/or forms are previewed, adjusted and <b>printed</b> in accordance with organisational and task requirements</li><li>5.5 Database is <b>named and stored</b> , in accordance with organisational requirements and the application exited without data loss/damage</li></ul> |
|------------------------|---|

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• relevant legislation from all levels of government that affects business operation, especially Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>• relevant industries code of practice</li> </ul> |
| <b>Organisational policy and procedures</b>                                | may include <ul style="list-style-type: none"> <li>• log-on procedures</li> <li>• password protection</li> <li>• storage/location of data</li> <li>• standard formats</li> <li>• author's instructions</li> <li>• use of templates</li> </ul>  |
| <b>Ergonomic requirements</b>  | may include <ul style="list-style-type: none"> <li>• workstation height and layout</li> <li>• chair height, seat and back adjustment</li> <li>• footrest</li> <li>• screen position</li> <li>• keyboard and mouse position</li> <li>• document holder</li> <li>• posture</li> <li>• avoiding radiation from computer screens</li> <li>• lighting</li> <li>• noise minimisation</li> </ul>                                    |
| <b>Work organisation</b>   | may include <ul style="list-style-type: none"> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> <li>• exercise breaks</li> </ul>  |

|                                 |   |
|---------------------------------|---|
| <b>Conservation techniques</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• re-used paper for rough drafts (observing confidentiality requirements)</li> <li>• recycling used and shredded paper</li> <li>• utilising power-save options for equipment</li> </ul>   |
| <b>Database design</b>          | <p>may include</p> <ul style="list-style-type: none"> <li>• analysis</li> <li>• appropriateness</li> <li>• field attributes</li> <li>• formulae (if required)</li> <li>• functions (if available)</li> <li>• format</li> <li>• entry and validation of entry</li> <li>• importing and exporting data</li> <li>• linking fields</li> <li>• formatting and reformatting</li> <li>• split screen operation (if available)</li> </ul>                     |
| <b>Formulae</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• addition</li> <li>• subtraction</li> <li>• multiplication</li> <li>• division</li> <li>• maximum</li> <li>• minimum</li> <li>• average</li> <li>• combinations of above</li> </ul>  |
| <b>Data entry form creation</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• field definitions</li> <li>• record layout</li> <li>• format</li> <li>• blank lines and spaces</li> <li>• insert</li> <li>• delete</li> <li>• titles</li> <li>• fields <ul style="list-style-type: none"> <li>○ alter widths</li> <li>○ move</li> <li>○ re-label</li> <li>○ add</li> <li>○ delete</li> <li>○ repeating (if available)</li> <li>○ calculate/formula</li> </ul> </li> </ul> |

|                                |   |
|--------------------------------|---|
| <b>Reports</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• query</li> <li>• selection criteria</li> <li>• conditional operators (and, or, not)</li> <li>• record selection</li> <li>• format</li> <li>• field selection</li> <li>• headers and footers (if available)</li> </ul>   |
| <b>Macro selection options</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• append</li> <li>• edit</li> <li>• query</li> <li>• list</li> <li>• delete</li> <li>• report</li> <li>• print</li> <li>• exit</li> </ul>   |
| <b>Templates</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• forms</li> <li>• reports</li> <li>• headers/footers</li> <li>• page formats</li> <li>• font types and sizes</li> <li>• headings</li> </ul>  |
| <b>Printing</b>                | <p>may include</p> <ul style="list-style-type: none"> <li>• records</li> <li>• tables</li> <li>• forms</li> <li>• queries</li> <li>• reports</li> </ul>   |
| <b>Storage of data</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• storage in folders/sub-folders</li> <li>• storage on hard/floppy disk drives, CD ROM, tape backup</li> <li>• organisation policy for backing up files</li> <li>• organisation policy for for filing hard copies of spreadsheets</li> <li>• filing locations</li> <li>• security</li> <li>• authorised access</li> </ul> |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|---|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to cover the use of database software to complete business tasks and produce usable complex documents</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate successful operation of linked databases</li> <li>○ demonstrate knowledge and application of advanced database functions to achieve efficient design of database</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this may be assessed in conjunction with             <ul style="list-style-type: none"> <li>○ BSBADM305A Create and use databases</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Relevant legislation from all levels of government that affects business operations, especially Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Advanced functions of database software applications</li> <li>○ Impact of formatting and design on the presentation and readability of data</li> <li>○ Organisational policy and procedures</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret and evaluate the purposes and uses of various features of databases; use a variety of strategies for planning and reviewing own work</li> <li>○ Proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources</li> <li>○ Problem solving skills to use processes flexibly and interchangeably</li> <li>○ Numeracy skills to collate and present data; graphs and related references</li> <li>○ Communication skills to follow complex oral instructions when using technology; listen to and interpret complex sequenced instructions</li> <li>○ Keyboarding skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethical backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace which may include <ul style="list-style-type: none"> <li>▪ workplace references such as computer user manuals, organisational policies and procedures and workplace procedure manuals</li> <li>▪ computer equipment including relevant software, printer</li> <li>▪ guide/examples of 'house style'</li> <li>▪ equipment, eg, paper and other materials</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Competency is demonstrated by performance in 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 defined by the Range Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 1                               | 1                          | 1                           | 1                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To determine database requirements</li> <li>• <b>Communicating ideas and information</b> - Through well-designed records and reports</li> <li>• <b>Planning and organising activities</b> - To link databases and meet task specifications</li> <li>• <b>Working with teams and others</b> - To determine database purpose/use</li> <li>• <b>Using mathematical ideas and techniques</b> - To utilise formulae and calculate fields</li> <li>• <b>Solving problems</b> - Using manuals and on-line help</li> <li>• <b>Using technology</b> - To develop and use complex databases</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |                                      |
|------------|--------------------------------------|
| BSBADM404A | DEVELOP AND USE COMPLEX SPREADSHEETS |
| TCN        | Technology                           |

**DESCRIPTION: This unit covers the use of spreadsheet software to complete business tasks and produce useable complex documents.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Use safe work practices</b>                        | 1.1 Workspace, furniture and equipment are adjusted to suit the <b>ergonomic requirements</b> of the user<br>1.2 <b>Work organisation</b> meets organisational and statutory requirements for computer operation<br>1.3 Energy and resource <b>conservation techniques</b> are used to minimise wastage in accordance with organisational and statutory requirements   |
| <b>2 Develop a linked spreadsheet solution</b>          | 2.1 Task is analysed and specification for spreadsheets are determined<br>2.2 Organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements are identified<br>2.3 Spreadsheet design utilises software <b>functions</b> and <b>formulae</b> to meet identified requirements<br>2.4 Spreadsheets are linked in accordance with software procedures<br>2.5 Cells are formatted and data attributes assigned with relative and/or absolute cell references used in accordance with task specifications<br>2.6 Formulae are tested to confirm output meets task requirements                    |
| <b>3 Automate and standardise spreadsheet operation</b> | 3.1 Tasks are evaluated to identify those where automation would increase efficiency<br>3.2 <b>Macros</b> are created, used and edited to fulfill the requirements of the task and automate spreadsheet operation<br>3.3 <b>Templates</b> are developed, edited and used to ensure consistency of design and layout for forms and reports in accordance with organisational requirements   |
| <b>4 Use spreadsheets</b>                               | 4.1 Data is checked, edited and amended in accordance with organisational and task requirements<br>4.2 Data is <b>imported/exported</b> between compatible spreadsheets and host documents adjusted in accordance with software and system procedures<br>4.3 Manuals, user documentation and on-line help are used to overcome problems with spreadsheet design and production<br>4.4 Spreadsheet is previewed, adjusted and <b>printed</b> in accordance with organisational and task requirements<br>4.5 Spreadsheet is <b>named and stored</b> , in accordance with organisational requirements and the application exited without data loss/damage |
| <b>5 Represent numerical data in graphic form</b>       | 5.1 Style of graph is determined to meet specified requirements and spreadsheet data is manipulated if necessary to suit graph requirements<br>5.2 Graphs are <b>created</b> with labels and titles from numerical data contained in a spreadsheet file<br>5.3 Graph is saved, viewed and printed within designated timelines  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>   | <b>CATEGORIES</b>   |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Organisational policy and procedures</b>                                | <p>may include</p> <ul style="list-style-type: none"> <li>• log-on procedures</li> <li>• password protection</li> <li>• storage/location of data</li> <li>• standard formats</li> <li>• author's instructions</li> <li>• use of templates</li> </ul>  |
| <b>Ergonomic requirements</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• workstation height and layout</li> <li>• chair height, seat and back adjustment</li> <li>• footrest</li> <li>• screen position</li> <li>• keyboard and mouse position</li> <li>• document holder</li> <li>• posture</li> <li>• avoiding radiation from computer screens</li> <li>• lighting</li> <li>• noise minimisation</li> </ul>  |
| <b>Work organisation</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> <li>• exercise breaks</li> </ul>  |

|                                |   |
|--------------------------------|---|
| <b>Conservation techniques</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• re-used paper for rough drafts, eg, observing confidentiality requirements</li> <li>• recycling used and shredded paper</li> <li>• utilising power-save options for equipment</li> </ul>  |
| <b>Spreadsheet design</b>      | <p>may include</p> <ul style="list-style-type: none"> <li>• analysis</li> <li>• appropriateness</li> <li>• identification and parameters</li> <li>• formulae</li> <li>• functions</li> <li>• relative and absolute cell references</li> <li>• headings and labels</li> <li>• import and export of data</li> <li>• linked formulae</li> <li>• formatting and reformatting</li> <li>• headings</li> <li>• labels</li> <li>• multi-page documents</li> <li>• headers and footers</li> <li>• split screen operation</li> <li>• embedding cell references in formulae</li> <li>• avoidance of blank rows and columns</li> </ul>  |
| <b>Functions</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• mathematical functions <ul style="list-style-type: none"> <li>○ square root</li> <li>○ integer</li> <li>○ absolute value</li> <li>○ round</li> </ul> </li> <li>• statistical functions <ul style="list-style-type: none"> <li>○ standard deviation</li> <li>○ count</li> <li>○ maximum</li> <li>○ minimum</li> </ul> </li> <li>• basic financial functions (if available)</li> <li>• date functions</li> <li>• logical functions <ul style="list-style-type: none"> <li>○ lookup</li> <li>○ if</li> <li>○ choose</li> <li>○ true</li> <li>○ false</li> <li>○ conditions</li> </ul> </li> <li>• simple nested functions</li> </ul> |

|                            |   |
|----------------------------|---|
| <b>Formulae</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>• addition</li> <li>• subtraction</li> <li>• multiplication</li> <li>• division</li> <li>• percentage</li> <li>• exponentiation</li> <li>• comparison</li> <li>• average</li> <li>• combinations of above</li> </ul>  |
| <b>Macros</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• printing sections of the spreadsheet</li> </ul>   |
| <b>Templates</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• forms</li> <li>• reports</li> <li>• headers/footers</li> <li>• page formats</li> <li>• font types and sizes</li> <li>• headings</li> </ul>  |
| <b>Importing/exporting</b> | <p>is achieved without requiring an intermediary step</p> <p>may include</p> <ul style="list-style-type: none"> <li>• linking formulae</li> <li>• reformatting</li> <li>• split screen (if available)</li> <li>• proofreading</li> </ul>  |
| <b>Printing</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>• entire workbooks</li> <li>• worksheets</li> <li>• selected data within a worksheet</li> <li>• charts</li> </ul>   |
| <b>Storage of data</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• storage in folders/sub folders</li> <li>• storage on hard/floppy disk drives, CD ROM, tape backup</li> <li>• organisation policy for backing up files</li> <li>• organisation policy for filing hard copies of spreadsheets</li> <li>• filing locations</li> <li>• security</li> <li>• authorised access</li> </ul> |

|  |   |
|--|---|
| <b>Graphs</b>                            | <p>may include</p> <ul style="list-style-type: none"> <li>• bar</li> <li>• line</li> <li>• pie</li> <li>• stack</li> <li>• scatter</li> <li>• 3 Dimensional</li> </ul>  |
| <b>Graph creation</b>                    | <p>may include</p> <ul style="list-style-type: none"> <li>• using graph menu</li> <li>• data range</li> <li>• X and Y axis</li> <li>• naming</li> <li>• keys and legends</li> <li>• sizing (if possible)</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

**Evidence Guide**

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge for the use of spreadsheet software to complete business tasks and produce useable complex documents</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate successful operation of linked spreadsheets</li> <li>○ demonstrate knowledge and application of advanced spreadsheet features</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN214A Create and use simple spreadsheets</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Advanced functions of spreadsheet software applications</li> <li>○ Impact of formatting and design on the presentation and readability of data</li> <li>○ Organisational policies and procedures</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets; use a variety of strategies for planning and reviewing own work</li> <li>○ Proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources</li> <li>○ Problem solving skills to use processes flexibly and interchangeably</li> <li>○ Numeracy skills to collate and present data; graphs and related references</li> <li>○ Communication skills to follow complex oral instructions when using technology; listen to and interpret complex sequenced instructions</li> <li>○ Keyboarding skills</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace which may include                 <ul style="list-style-type: none"> <li>▪ workplace references such as computer user manuals, organisational policies and procedures and workplace procedural manuals</li> <li>▪ computer equipment including relevant software, printer</li> <li>▪ guide/examples of 'house style'</li> <li>▪ equipment, eg, paper and other materials</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 1                               | 1                          | 1                           | 1                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To determine spreadsheet requirements</li> <li>• <b>Communicating ideas and information</b> - Through well-designed linked spreadsheets</li> <li>• <b>Planning and organising activities</b> - To link spreadsheets and meet task requirements</li> <li>• <b>Working with teams and others</b> - To determine spreadsheet purpose/use</li> <li>• <b>Using mathematical ideas and techniques</b> - To utilise mathematical functions and formulae</li> <li>• <b>Solving problems</b> - Using manuals and on-line help</li> <li>• <b>Using technology</b> - To develop and use complex spreadsheets</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |   |
|------------|---|
| BSBADM501A | MANAGE THE ESTABLISHMENT AND MAINTENANCE OF A WORKGROUP NETWORK |
|            |   |
| TCN        | Technology  |

**DESCRIPTION:** This unit covers establishing a computer network with an information technology consultant, using the appropriate software, managing the network, responding to problems, assisting network users and providing training.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Manage the establishment of a workgroup network</b> | <p>1.1 Current and anticipated future <b>network requirements</b> are determined with the <b>nominated person/section/consultant</b> in accordance with organisational policy and budgetary constraints</p> <p>1.2 Selected network is compatible with current organisational software, hardware and work practices</p> <p>1.3 <b>Equipment</b> is obtained and installed in accordance with organisational requirements and the manufacturer's instructions</p> <p>1.4 <b>Software</b> is installed in accordance with organisational requirements and the manufacturer's instructions</p> <p>1.5 Establishment of the network promotes <b>efficiency and access for users</b></p> |
| <b>2 Manage the maintenance of a workgroup network</b>   | <p>2.1 <b>Records</b> are established and maintained to ensure <b>control and security</b> of hardware and software stock in accordance with organisational policy and procedures</p> <p>2.2 <b>Network problems</b> are responded to and minor faults are <b>rectified</b> in accordance with organisational requirements</p> <p>2.3 Major problems are reported and <b>computer experts</b> consulted in accordance with organisational policy and procedures</p> <p>2.4 Software is <b>filed and stored</b> in accordance with organisational procedures</p>   |
| <b>3 Assist and train network users</b>                  | <p>3.1 <b>Training</b> is provided for existing/new staff in using the network in accordance with their needs</p> <p>3.2 <b>Network users</b> are assisted to <b>maximise potential</b> of the network</p> <p>3.3 User skills are <b>examined</b> and feedback is provided to improve efficiency of network user</p>  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Network requirements</b>  | may include <ul style="list-style-type: none"> <li>• hardware, mainframes, servers</li> <li>• software, operating system, application packages, programming</li> <li>• virus scanners, security requirements</li> <li>• memory size</li> <li>• scalability</li> <li>• necessary skills and knowledge</li> <li>• internal/external maintenance</li> <li>• set-up speeds</li> </ul>  |
| <b>Nominated person/section/consultant</b>                                 | may include <ul style="list-style-type: none"> <li>• Information Technology manager</li> <li>• Information Technology department</li> <li>• supervisor</li> <li>• external consultant</li> <li>• service provider</li> <li>• management</li> <li>• system users</li> </ul>   |
| <b>Equipment</b>   | may include <ul style="list-style-type: none"> <li>• computer, hardware, peripherals</li> <li>• server, software</li> <li>• modem</li> </ul>   |

|  |   |
|--|---|
| <b>Software</b>                        | <p>may include</p> <ul style="list-style-type: none"> <li>• anti-virus</li> <li>• Internet</li> <li>• printer</li> <li>• word processing</li> <li>• spreadsheet</li> <li>• database</li> <li>• page layout</li> <li>• accounting</li> <li>• organisation specific software</li> </ul>   |
| <b>Efficiency and access for users</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• easy to use</li> <li>• multiple users</li> <li>• gateways</li> <li>• firewalls</li> <li>• eliminates/minimises duplicate electronic storage of information</li> <li>• reduces processing time</li> <li>• maximises access to information</li> <li>• improves reporting processes</li> <li>• ensures accuracy and security of data</li> <li>• security needs</li> <li>• logical set-up</li> <li>• clear instructions/guidelines, user guides</li> <li>• timely training</li> </ul> |
| <b>Records</b>                         | <p>may include</p> <ul style="list-style-type: none"> <li>• inventory lists</li> <li>• asset register</li> <li>• log books</li> <li>• requisition forms</li> <li>• file register</li> <li>• index cards</li> <li>• details of software licences, locations of software within organisation</li> </ul>   |
| <b>Control and security</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>• limited number of users, limited time period for usage</li> <li>• restricted/authorised access</li> <li>• monitoring stock level</li> <li>• storage conditions and requirements</li> <li>• use of passwords/log-ins</li> <li>• allocation of folders/directories</li> </ul>   |

|                                    |   |
|------------------------------------|---|
| <b>Network problems</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>• server crashing</li> <li>• memory full</li> <li>• virus</li> <li>• damaged cabling</li> <li>• human error</li> </ul>  |
| <b>Rectifying minor faults</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• resetting server</li> <li>• anti-virus software</li> <li>• clearing memory space</li> <li>• reloading software</li> <li>• repairing/replacing parts</li> </ul>  |
| <b>Computer experts</b>            | <p>may include</p> <ul style="list-style-type: none"> <li>• Information Technology supervisor/manager</li> <li>• supplier and manufacturer</li> <li>• computer service centre</li> <li>• on-line help</li> <li>• external consultant</li> </ul>   |
| <b>Filing and storing software</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• file register, electronic/paper-based</li> <li>• creating back-up copy</li> <li>• organisation storeroom</li> <li>• organisation records room</li> <li>• external storage</li> <li>• fire/heat/humidity proof storage</li> <li>• archiving</li> </ul> |
| <b>Training</b>                    | <p>may include</p> <ul style="list-style-type: none"> <li>• workshops</li> <li>• information sessions</li> <li>• expert demonstration</li> <li>• one-on-one</li> </ul>  |
| <b>Network users</b>               | <p>may include</p> <ul style="list-style-type: none"> <li>• organisational personnel</li> <li>• external clients</li> </ul>   |

|  |   |
|--|---|
| <b>Maximum potential of network</b>      | <p>may include</p> <ul style="list-style-type: none"> <li>• efficiency</li> <li>• effectiveness</li> <li>• usefulness</li> <li>• multiple users</li> <li>• access to information</li> <li>• reporting facilities</li> </ul>   |
| <b>Examining user skills</b>             | <p>may include</p> <ul style="list-style-type: none"> <li>• testing/assessment</li> <li>• observing</li> <li>• survey</li> </ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to establish a computer network with an information technology consultant</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ integrate demonstration of all elements of competency and their performance criteria</li> <li>○ demonstrate the network meets the need of which it was established</li> <li>○ consult and negotiate with professionals</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ The organisation's policies and procedures relating to the tasks required</li> <li>○ Features of computer network</li> <li>○ software licensing rights and responsibilities</li> <li>○ Copyright</li> <li>○ Network training</li> <li>○ Skills analysis</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to read and interpret complex technological procedures and clarify information in regard to the purchase of software and hardware of the workgroup network</li> <li>○ Communication skills to follow complex instructions presented orally when using new technology; communication ideas, arguments and conclusions logically; respond to complex enquiry or complaint; give complex instructions, including pitfalls to be avoided when training others to use machinery</li> <li>○ Referral skills to identify to whom to refer difficulties in either the hardware or software workgroup network</li> <li>○ Research skills to seek information on the most appropriate software to suit the organisation's needs</li> <li>○ Problem solving to identify the best course of action if a difficulty arises in the operation of the workgroup network</li> <li>○ Numeracy skills to understand computer configurations</li> <li>○ Technology skills to monitor and maintain a workgroup network</li> <li>○ Team work and organisational skills</li> <li>○ Ability to relate to people from a range of social, cultural and</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
|                                   | ethnic backgrounds and physical and mental abilities   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace which may include <ul style="list-style-type: none"> <li>▪ organisation manuals and policy documents</li> <li>▪ hardware</li> <li>▪ software</li> <li>▪ computer journals, texts, reference materials</li> <li>▪ manufacturer's guidelines</li> </ul> </li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>   |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 3                          | 3                           | 1                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To determine the organisation's network requirements</li> <li>• <b>Communicating ideas and information</b> - To train users in network use</li> <li>• <b>Planning and organising activities</b> - To obtain and install hardware and software</li> <li>• <b>Working with teams and others</b> - To maximise the potential of the network</li> <li>• <b>Using mathematical ideas and techniques</b> - To evaluate network configurations</li> <li>• <b>Solving problems</b> - When dealing with minor faults</li> <li>• <b>Using technology</b> - To maintain a workgroup network</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|           |                              |
|-----------|------------------------------|
| BSBCM406A | MAINTAIN BUSINESS TECHNOLOGY |
| TCN       | Technology                   |

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

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Maintain performance of hardware and software</b> | 1.1 Systems effectiveness is monitored and evaluated to ensure it meets <b>organisational and system requirements</b><br>1.2 Operating system, drive and disk structure, reports and files are used to identify performance problems<br>1.3 <b>Disk drives and peripherals are maintained</b> according to manufacturers' and organisational requirements<br>1.4 <b>Consumables</b> are replaced in accordance with the manufacturers' and organisational requirements<br>1.5 <b>Software</b> applications are installed and operated in accordance with developers' and organisational requirements |
| <b>2 Provide basic system administration</b>           | 2.1 System back up procedure is carried out at regular intervals according to organisational requirements<br>2.2 Security access procedures are maintained in line with organisational requirements<br>2.3 Licence for use of software is used, checked and recorded in accordance with organisational requirements<br>2.4 Virus systems are maintained and updated on a regular basis in accordance with organisational requirements  |
| <b>3 Identify future technology requirements</b>       | 3.1 <b>Sources of information</b> about new <b>technology</b> are accessed to maintain knowledge in current technology<br>3.2 Feedback from clients and colleagues is used to identify and develop <b>improved technology systems</b><br>3.3 Existing technology is assessed against newly available technology to determine future needs and priorities<br>3.4 New technologies are identified and selected to achieve and maintain continuous organisational development<br>3.5 Management and budget approval is obtained for new technologies identified and selected                            |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>which may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Organisational and system requirements</b>                              | <p>may include</p> <ul style="list-style-type: none"> <li>• quality assurances and/or procedures manuals</li> <li>• back up procedures</li> <li>• security and confidentiality procedures</li> <li>• legal and organisational policy/guidelines and requirements</li> <li>• storage retrieval and type of product licenses</li> <li>• storage of information technology documentation</li> <li>• register of licenses</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• code of conduct</li> <li>• ethical standards</li> <li>• maintenance of customised software</li> <li>• updating of virus protection systems</li> </ul> |
| <b>Disk drives and peripherals maintenance</b>                             | <p>may include</p> <ul style="list-style-type: none"> <li>• creating more free space on the hard disk</li> <li>• reviewing programs</li> <li>• deleting unwanted files</li> <li>• cleaning dust from internal and external surfaces</li> <li>• backing up files before major maintenance</li> <li>• checking hard drive for errors</li> <li>• defragmenting the hard disk</li> <li>• using up-to-date anti-virus programs</li> </ul>   |
| <b>Consumables</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• printer ribbons and cartridges</li> <li>• print heads</li> <li>• disks</li> <li>• magnetic tape and cassettes</li> <li>• print media</li> </ul>  |
| <b>Software</b>  | <p>may include</p>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• word processing applications</li> <li>• spreadsheet applications</li> <li>• accounting applications</li> <li>• database applications</li> <li>• presentation applications</li> <li>• internet/intranet/extranet related programs</li> </ul>   |
| <b>Information sources on new technology</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• industry associations</li> <li>• seminars, workshops and training sessions</li> <li>• the Internet</li> <li>• computer magazines and journals</li> <li>• trade fairs</li> <li>• computer software designers</li> <li>• computer hardware manufacturers</li> <li>• internal/external clients</li> <li>• retail outlets</li> </ul> |
| <b>Technology</b>                            | <p>may include</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• modems</li> <li>• software</li> <li>• client services</li> <li>• data transfer devices</li> <li>• scanners</li> <li>• photocopiers</li> <li>• printers</li> </ul>   |
| <b>Improved technology systems</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• access protocols</li> <li>• cable data transmissions</li> <li>• delivery and installation systems</li> <li>• maintenance options</li> <li>• multi-media</li> <li>• networking options</li> <li>• resource usage monitoring</li> </ul>  |

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|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to maintain the effectiveness of business technology in the workplace</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ evaluate and map network operations</li> <li>○ review compliance with system protocols</li> <li>○ install software and hardware</li> <li>○ organise and access software, materials and consumables</li> <li>○ maintain virus, backup and security systems in line with organisational requirements</li> <li>○ identify new technologies which match the future needs of the organisation</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN307A Maintain business resources</li> <li>○ BSBCMN407A Coordinate business resources</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Knowledge of the costs and benefits of technology maintenance strategies</li> <li>○ Knowledge of organisation's operating systems, including knowledge of networks</li> <li>○ Principles of developing a maintenance schedule for a network</li> <li>○ Knowledge of back up and security procedures, maintenance and diagnostic procedures, licensing and installation and purchasing procedures</li> <li>○ Understanding current industry accepted hardware and software products including knowledge of general features and capabilities</li> <li>○ Understanding organisational business plans, goals and directions</li> <li>○ Understanding methods and processes to prepare budget and cost analysis</li> <li>○ Knowledge of access protocols, eg, internet, TP/TCP</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; display logical organisation of written information</li> <li>○ Research and analysis skills to analyse and identify organisation's future technology requirements</li> <li>○ Problem solving skills for common network problems</li> <li>○ Report writing skills to organise information from a range of</li> </ul> </li> </ul> |

|                                   |   |
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|                                   | <p>sources to form recommendations</p> <ul style="list-style-type: none"> <li>○ Analytical skills in relation to systems administration</li> <li>○ Diagnostic skills in relation to identifying problems or faults</li> <li>○ Decision making skills for purchasing of new technology</li> <li>○ Interpersonal skills for cooperating with others on system use</li> <li>○ Presentation skills for explaining the operation of technology in a business environment</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul>   |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 1                           | 2                                   | 2              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To formulate recommendations</li> <li>• <b>Communicating ideas and information</b> - With members of the work team</li> <li>• <b>Planning and organising activities</b> - To maintain business technology</li> <li>• <b>Working with teams and others</b> - In completing scheduled tasks</li> <li>• <b>Using mathematical ideas and techniques</b> - As an aid to measure and schedule tasks</li> <li>• <b>Solving problems</b> - To identify future technology requirements</li> <li>• <b>Using technology</b> - To complete allocated tasks</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                  |
|-----------|------------------|
| CUFMEM12A | UPDATE WEB PAGES |
| TCN       | Technology       |

**DESCRIPTION: This unit describes the skills required to update the information on a website within the cultural industries.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Check information for relevance and currency</b> | 1.1 Confirm frequency of site upgrades with <i>relevant personnel</i><br>1.2 Obtain revised and additional content material in electronic form from client<br>1.3 Confirm with relevant personnel the age limit of links that should be retained or deleted<br>1.4 Confirm with relevant personnel other revisions if required   |
| <b>2 Check links and navigation</b>                   | 2.1 Select appropriate link-checking <i>software</i> , run software to test links and check currency of existing links<br>2.2 Save report document according to technical and organisational requirements  |
| <b>3 Edit information as required</b>                 | 3.1 Check broken or failed links to determine site closure or new site addresses<br>3.2 Delete closed links and re-establish new site links if available<br>3.3 Check internal page links and rectify as required<br>3.4 Delete old links as required<br>3.5 Insert and edit content material<br>3.6 Make heading, typographical and image revisions as required<br>3.7 Insert additional pages as required, ensuring the links are made correctly within the site structure<br>3.8 Advise relevant personnel if new buttons, interface or navigation design are required to incorporate additional material |
| <b>4 Test and confirm changes</b>                     | 4.1 Check all links are valid before requesting that client checks all content changes and confirms that they are valid<br>4.2 Provide client with a full report of all changes made   |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES  |
|---|---|
| <b>Appropriate personnel to consult</b>   | may include <ul style="list-style-type: none"> <li>• supervisor</li> <li>• web manager</li> <li>• programmers and technical support people</li> <li>• clients</li> <li>• other specialist creative and administrative staff as appropriate</li> </ul>   |
| <b>Possible web site revisions</b>  | may include <ul style="list-style-type: none"> <li>• heading replacements</li> <li>• typographical errors</li> <li>• image replacements or additions</li> </ul>   |
| <b>Software applications for accessing the internet and developing the web page</b> | may include <ul style="list-style-type: none"> <li>• a wide range of programs, some current examples of which may be               <ul style="list-style-type: none"> <li>○ Eudora (accessing the world wide web)</li> <li>○ Netscape (accessing the world wide web)</li> <li>○ Authorware</li> <li>○ Dreamweaver</li> <li>○ Attain</li> <li>○ WebCT</li> </ul> </li> <li>• Note: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected</li> </ul> |
| <b>Relevant terminology used</b>  | may include but not be limited to <ul style="list-style-type: none"> <li>• ISDN</li> <li>• PPP</li> <li>• TCP/IP</li> <li>• URL</li> <li>• Java</li> <li>• JavaScript</li> <li>• HTML</li> <li>• download</li> <li>• world wide web</li> <li>• cookies</li> <li>• zip files</li> </ul>  |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• This unit of competence applies to the multimedia sector and a range of other interested areas</li> <li>• Assessment must be customised to meet the needs of the particular workplace in which performance is being assessed</li> <li>• Assessment should only address those circumstances, listed in the Range Statements, which apply to the chosen context</li> <li>• The following evidence is critical to the judgement of competence in this unit             <ul style="list-style-type: none"> <li>○ the ability to add to or revise information on web pages and check the accuracy of the information, the links and document the process</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ CUSRAD01A Collect and organise information</li> <li>○ ICPMM65DA Create web pages with multimedia</li> <li>○ CUFMEM06A Design a multimedia product</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Knowledge of how to initiate and conclude an internet connection</li> <li>○ Knowledge of appropriate software</li> <li>○ Knowledge of appropriate uses of different internet protocols and data types (world wide web, email, etc)</li> <li>○ Knowledge of privacy and security measures related to on-line tasks</li> <li>○ Knowledge of information services</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a range of resources and equipment currently used by the multimedia industry</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• Assessment of this unit will usually include observation of real or simulated work processes and procedures but may include <ul style="list-style-type: none"> <li>○ practical demonstration (direct observation may need to occur on more than one occasion to establish consistency in performance)</li> <li>○ role play</li> <li>○ case studies</li> <li>○ work samples or simulated workplace activities</li> <li>○ oral questioning/ interview</li> <li>○ projects/ reports/ logbooks</li> <li>○ third party reports and authenticated prior achievements</li> <li>○ portfolios of evidence</li> </ul> </li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                            |
|------------|----------------------------|
| ICAITU006C | OPERATE COMPUTING PACKAGES |
| TCN        | Technology                 |

**DESCRIPTION:** This unit defines the competency required to identify, select and correctly operate desktop applications for a range of purposes.

The project lifecycle and the information technology methodology employed will determine which particular units of competency are relevant to this unit. Some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

| ELEMENT                                       | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Use appropriate software</b>             | 1.1 Requirements of task are identified<br>1.2 Appropriate software is selected to perform task<br>1.3 <b>Software</b> is used to produce required outcome using a range of features and functions<br>1.4 <b>Documents</b> are saved and stored in appropriate directories   |
| <b>2 Access, retrieve and manipulate data</b> | 2.1 Software application is opened<br>2.2 Required file is accessed and is amended according to requirements<br>2.3 Documents are produced to meet <b>organisational requirements</b> in a manner that incorporates Occupational Health and Safety practices<br>2.4 File is saved in appropriate directories<br>2.5 Applications are exited without loss of data |
| <b>3 Access and use help</b>                  | 3.1 Online help is accessed and used to overcome basic difficulties with applications<br>3.2 Manuals and training booklets are used to solve minor problems<br>3.3 Request are logged with help desk if requiring further help   |
| <b>4 Use keyboard and equipment</b>           | 4.1 <b>Occupational Health and Safety regulations</b> are followed for correct posture, lighting and length of time in front of computer<br>4.2 <b>Keyboarding</b> is carried out according to organisation guidelines on speed and accuracy   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT            | CATEGORIES   |
|----------------------------|--|
| <b>Hardware</b>            | variables may include but are not limited to <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>   |
| <b>Document</b>            | variables may include but are not limited to <ul style="list-style-type: none"> <li>• established files</li> <li>• applications</li> </ul>   |
| <b>Software</b>            | variables may include but are not limited to <ul style="list-style-type: none"> <li>• commercial software applications</li> <li>• organisational specific software</li> <li>• word processing</li> <li>• spreadsheet</li> <li>• database</li> <li>• graphic</li> <li>• communication packages</li> <li>• presentation functionalities</li> </ul> may include presentation applications contained in <ul style="list-style-type: none"> <li>• Microsoft Office</li> <li>• Lotus Suite</li> <li>• Claris Works</li> <li>• Star Office</li> <li>• similar applications</li> </ul> |
| <b>Storage Media/Disks</b> | may include but are not limited to <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact discs (CDs)</li> <li>• zip disks</li> <li>• local hard disk drives (HDDs)</li> <li>• remote hard disk drives (HDDs)</li> </ul>  |
| <b>Organisational</b>      | variables may include but are not limited to <ul style="list-style-type: none"> <li>• keyboarding and accuracy as per organisation guidelines</li> <li>• Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• security problems</li> </ul>   |
| <b>Keyboarding</b>                              | <p>speed will vary according to</p> <ul style="list-style-type: none"> <li>• different job roles within an organisation. The keyboard technique will be in line with Occupational Health and Safety requirements for safe use of keyboards</li> </ul>   |
| <b>IT components</b>                            | <p>can include</p> <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• communication packages</li> </ul>   |
| <b>Documentation and reporting</b>              | <ul style="list-style-type: none"> <li>• documentation for version control may follow International Standards Organisation standards</li> <li>• organisational approach will have varying effects on <ul style="list-style-type: none"> <li>○ audit trails</li> <li>○ naming standards</li> <li>○ version control</li> <li>○ project management templates</li> <li>○ report writing styles</li> </ul> </li> <li>• information gathering processes may have associated templates</li> </ul>  |
| <b>Occupational health and safety standards</b> | <ul style="list-style-type: none"> <li>• as per company, statutory and vendor requirements</li> <li>• ergonomic and environmental factors must be considered during the demonstration of this competency</li> </ul>   |
| <b>Organisational standards</b>                 | <ul style="list-style-type: none"> <li>• May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used</li> </ul>   |
| <b>The sport and recreation industry</b>        | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of operating computing packages</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ produce several workplace documents utilising a minimum of three different functional desktop applications</li> <li>○ within each desktop application a wide range of features are utilised</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General Occupational Health and Safety principles and responsibilities</li> <li>○ Basic understanding of using systems, technical</li> <li>○ Basic technical terminology in relation to reading help files and prompts</li> <li>○ Logging procedures relating to accessing a personal computer</li> <li>○ Organisational benchmarks for keyboarding</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Basic analysis in relation to a limited range of routine areas</li> <li>○ Low level decision making in relation to a limited range of routine areas</li> <li>○ Problem solving skills in known areas during normal routine</li> <li>○ Reading and writing at a level where basic workplace documents are understood</li> <li>○ Communication is clear and precise</li> <li>○ Interpretation of user manuals</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ resources appropriate for this unit</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulated activities must closely reflect the workplace</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>Work is carried out under direct supervision. An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills such as the use of relevant tools, perform a sequence of routine tasks given clear direction, and receive and pass on messages/information.</li> <li>This competency can be assessed in the workplace or in a simulated environment. If this competency is assessed as part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with 3 desktop applications by identifying the general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to the above critical aspects of evidence</li> <li>Assessment of this unit of competence will usually include observation of real or simulated work processed and procedures; quality projects, questioning on required knowledge and skills. Questioning related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| ICAITU012C | DESIGN ORGANISATIONAL DOCUMENTS USING COMPUTING PACKAGES |
| TCN        | Technology   |

**DESCRIPTION:** This unit defines the competency required to produce organisational documents using application software within organisational guidelines. The project lifecycle and the information technology methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITU004B, ICAITU005B, ICAITU006B, ICAITU012B, ICAITU013B, ICAITU014B.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Design documents to meet organisational requirements</b> | 1.1 <b>Business document</b> requirements are determined and configured<br>1.2 Organisational design guidelines are determined and implemented<br>1.3 Appropriate software is selected<br>1.4 <b>Software</b> is used to design documents<br>1.5 Documents are stored for access and editing as required |
| <b>2 Access, retrieve and manipulate data</b>                 | 2.1 Software application is opened<br>2.2 File is determined and opened, and design is amended according to requirement<br>2.3 Documents are designed to meet <b>organisational requirements</b><br>2.4 Applications are exited without loss of data   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT            | CATEGORIES  |
|----------------------------|---|
| <b>Software</b>            | <ul style="list-style-type: none"> <li>• variables may include but are not limited to               <ul style="list-style-type: none"> <li>○ commercial software applications</li> <li>○ organisational specific software</li> <li>○ word processing</li> <li>○ spreadsheet</li> <li>○ database</li> <li>○ graphic</li> <li>○ communication packages</li> <li>○ presentation functionalities</li> </ul> </li> <li>• may include presentation applications contained in               <ul style="list-style-type: none"> <li>○ Microsoft Office</li> <li>○ Lotus Suite</li> <li>○ Claris Works</li> <li>○ Star Office</li> <li>○ other similar applications</li> </ul> </li> </ul> |
| <b>Storage Media/Disks</b> | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact disks (CDs)</li> <li>• zip disks</li> <li>• local hard disk drives (HDDs)</li> <li>• remote hard disk drives (HDDs)</li> </ul>  |
| <b>IT components</b>       | <p>can include</p> <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• communications packages</li> </ul>  |
| <b>Hardware</b>            | <ul style="list-style-type: none"> <li>• variables may include but are not limited to               <ul style="list-style-type: none"> <li>○ personal computers</li> <li>○ networked systems</li> <li>○ personal organisers</li> <li>○ communications equipment</li> </ul> </li> <li>• peripherals may include               <ul style="list-style-type: none"> <li>○ printers</li> <li>○ scanners</li> <li>○ tape cartridges</li> <li>○ speakers</li> <li>○ multimedia kits</li> </ul> </li> <li>• keyboard equipment may include               <ul style="list-style-type: none"> <li>○ mouse</li> <li>○ touch pad</li> <li>○ keyboard</li> </ul> </li> </ul>                   |

|                                       |  |
|---------------------------------------|--|
|                                       | <ul style="list-style-type: none"> <li>○ pens</li> </ul>   |
| <b>Keyboarding</b>                    | <ul style="list-style-type: none"> <li>• speed will vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line with Occupational Health and Safety requirements for safe use of keyboards</li> </ul>   |
| <b>Documentation and reporting</b>    | <ul style="list-style-type: none"> <li>• documentation for version control may follow International Standards Organisation standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates</li> </ul> |
| <b>Organisational</b>                 | <p>variables may include but are not limited to</p> <ul style="list-style-type: none"> <li>• keyboarding and accuracy as per organisation guidelines</li> <li>• Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations</li> <li>• security procedures</li> </ul>         |
| <b>Occupational health and safety</b> | <p>guidelines relate to use of</p> <ul style="list-style-type: none"> <li>• screen based equipment</li> <li>• computing equipment and peripherals</li> <li>• ergonomic work stations</li> </ul>  |
| <b>Business documents</b>             | <p>can include</p> <ul style="list-style-type: none"> <li>• newsletters</li> <li>• client database</li> <li>• proposals</li> <li>• reports</li> <li>• account statements</li> <li>• project reviews</li> <li>• web pages</li> </ul>  |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|---|

**Evidence Guide**

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of producing organisational documents using computing packages</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ produce organisational documents using software within organisational guidelines</li> <li>○ demonstrate competency by building several working documents, with final output being produced with minimum supervision</li> <li>○ readily access and employ the function and features of a range of available software applications according to organisational requirements</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after the attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU004B Apply Occupational Health and Safety procedures</li> <li>○ ICAITU005B Operate computer hardware</li> <li>○ ICAITU006B Operate computing packages</li> <li>○ ICAITU012B Design organisational documents using computer packages</li> <li>○ ICAITU013B Integrate commercial computing packages</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Detailed knowledge of organisational style guide</li> <li>○ Organisation storage and retrieval procedures</li> <li>○ Broad knowledge of function and features operating systems</li> <li>○ General Occupational Health and Safety regulations</li> <li>○ Current business practices in relation to preparing reports</li> <li>○ Use of input/output devices</li> <li>○ Organisational procedures for document design</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Decision making in a limited range of options</li> <li>○ General customer service in relation to internal customers</li> <li>○ Questioning and active listening are employed to clarify information</li> <li>○ Problem solving skills for known problems in routine procedures</li> <li>○ Basic analytical skills for known problems in routine procedures</li> <li>○ Literacy in regard to general workplace documentation</li> <li>○ Reading and writing at a level where basic workplace documents are understood</li> <li>○ Problem solving skills for a defined range of predictable problems</li> <li>○ Basic analysis in relation to a limited range of routine areas</li> <li>○ Communication is clear and precise</li> <li>○ Interpretation of user manuals</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to</li> </ul>   |



|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>○ resources appropriate for this unit</li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulated activities must closely reflect the workplace</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills such as the use of relevant tools, perform a sequence of routine tasks given clear directions, and receive and pass on messages/information.</li> <li>● 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 options to be applied.</li> <li>● An individual demonstrating these competencies would be able to <ul style="list-style-type: none"> <li>○ demonstrate basic operational knowledge in a moderate range of areas</li> <li>○ apply a defined range of skills</li> <li>○ apply known solutions to a limited range of predictable problems</li> <li>○ perform a range of tasks where choice between a limited range of options is required</li> <li>○ assess and record information from varied sources</li> <li>○ take limited responsibility for one's own outputs in work and learning</li> </ul> </li> <li>● This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competency will usually include observation of real or simulated work processes and procedures; quality projects, questioning on required knowledge and skills. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 2                               | 1                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| ICAITU013C | INTEGRATE COMMERCIAL COMPUTING PACKAGES |
|            |   |
| TCN        | Technology                              |

**DESCRIPTION:** This unit expresses the competency required to apply appropriate conversion formats and manipulation of data between commercial application software. The project lifecycle and the information technology methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITU004B, ICAITU005B, ICAITU006B, ICAITU012B, ICAITU013B.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Produce required organisational documents</b> | 1.1 Appropriate packages and conversion techniques are used to achieve an integrated outcome<br>1.2 <b>Data</b> is imported/exported to produce required outcome<br>1.3 Data is saved and re-accessed without loss of data |
| <b>2 Determine and use help</b>                    | 2.1 Help is accessed through online help and manuals<br>2.2 Internal organisation client <b>documentation</b> is obtained and used   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                    | CATEGORIES   |
|------------------------------------|--|
| <b>Software</b>                    | <ul style="list-style-type: none"> <li>• variables may include but are not limited to               <ul style="list-style-type: none"> <li>○ commercial software applications</li> <li>○ organisation specific software</li> <li>○ word processing</li> <li>○ spreadsheet</li> <li>○ database</li> <li>○ graphic</li> <li>○ communication packages</li> <li>○ presentation functionalities</li> </ul> </li> <li>• may include presentation applications contained in               <ul style="list-style-type: none"> <li>○ Microsoft Office</li> <li>○ Lotus Suite</li> <li>○ Claris Works</li> <li>○ Star Office</li> <li>○ other similar application</li> </ul> </li> </ul> |
| <b>Storage Media/Disks</b>         | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact disk (CDs)</li> <li>• zip disks</li> <li>• local hard disk drives (HDDs)</li> <li>• remote hard disk drives (HDDs)</li> </ul>  |
| <b>Documentation and reporting</b> | <ul style="list-style-type: none"> <li>• documentation for version control may follow International Standards Organisation standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates</li> </ul>   |
| <b>Organisational</b>              | <p>variables may include but are not limited to</p> <ul style="list-style-type: none"> <li>• keyboarding and accuracy as per organisation guidelines</li> <li>• Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations</li> <li>• security procedures</li> </ul>   |

|  |   |
|--|---|
| <b>Hardware</b>                          | <ul style="list-style-type: none"> <li>• variables may include but are not limited to <ul style="list-style-type: none"> <li>○ personal computers</li> <li>○ networked systems</li> <li>○ personal organisers</li> <li>○ communications equipment</li> </ul> </li> <li>• peripherals may include <ul style="list-style-type: none"> <li>○ printers</li> <li>○ scanners</li> <li>○ tape cartridges</li> <li>○ speakers</li> <li>○ multi media kits</li> </ul> </li> <li>• keyboard equipment may include <ul style="list-style-type: none"> <li>○ mouse</li> <li>○ touch pad</li> <li>○ keyboard</li> <li>○ pens</li> </ul> </li> </ul>  |
| <b>Keyboarding</b>                       | <ul style="list-style-type: none"> <li>• speed may vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line with Occupational Health and Safety requirements for safe use of keyboards</li> </ul>   |
| <b>Sources and output of data</b>        | <p>variables may include but are not limited to</p> <ul style="list-style-type: none"> <li>• hard disk</li> <li>• floppy disks</li> <li>• paper</li> <li>• format of data source or data output, ie, ASCII and application specific format</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

**Evidence Guide**

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to integrate commercial computing packages</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ apply appropriate conversion formats and manipulate data between commercial application software</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU004B Apply Occupational Health and Safety Procedures</li> <li>○ ICAITU005B Operate computer hardware</li> <li>○ ICAITU006B Operate computing packages</li> <li>○ ICAITU012B Design organisational documents using computing packages</li> <li>○ ICAITU013B Integrate computing packages</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General understanding of features and functions of particular categories of commercial computing packages</li> <li>○ Software packages supported by the organisation</li> <li>○ General Occupational Health and Safety regulations</li> <li>○ Use of input/output devices</li> <li>○ Current business practices in relation to preparing reports</li> <li>○ Importing/exporting functions</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Reading and general comprehensions of technical manuals</li> <li>○ Decision making in a limited range of options</li> <li>○ Basic analytical skills for known problems in routine procedures</li> <li>○ Problem solving skills in regard to known problems in routine processes</li> <li>○ Use of commercial computing packages</li> <li>○ Reading and writing at a level where basic workplace documents are understood</li> <li>○ Low level decision making in relation to a limited range of routine areas</li> <li>○ Clear and concise communication</li> <li>○ Interpretation of user manuals</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ resources appropriate for this unit</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulated activities must closely reflect the workplace</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills such as the use of relevant tools, perform a sequence of routine tasks given clear direction and receive and pass on messages/information</li> <li>• 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 usually clear and there is limited complexity in the range of options to be applied.</li> <li>• An individual demonstrating these competencies would be able to <ul style="list-style-type: none"> <li>○ demonstrate basic operational knowledge in a moderate range of areas</li> <li>○ apply a defined range of skills</li> <li>○ apply known solutions to a limited range of predictable problems</li> <li>○ perform a range of tasks where choice between a limited range of options is required</li> <li>○ assess and record information from varied sources</li> <li>○ take limited responsibility for one's own outputs in work and learning</li> </ul> </li> <li>• This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work process and procedures, quality projects, questioning on required knowledge and skills. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 2                               | 1                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |  |
|------------|--|
| ICAITU126B | USE ADVANCED FEATURES OF COMPUTER APPLICATIONS |
| TCN        | Technology                                     |

**DESCRIPTION:** This unit defines the competency required to utilise computer applications to their full capacity employing all advanced features as required. The project lifecycle and the information technology methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITS020C, ICAITS025B, ICAITS031B, ICAITS024C.

| ELEMENT                                      | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Manipulate data</b>                     | 1.1 Advanced features of application are employed in the preparation and presentation of data<br>1.2 Data is efficiently transferred between applications<br>1.3 Objects, macros and templates are created and employed for routine activities<br>1.4 Shortcuts and features are regularly employed for increased productivity<br>1.5 Related data files are linked as required                                       |
| <b>2 Access and use support resources</b>    | 2.1 Routine problems are solved with the use of support resources<br>2.2 Online help is accessed and used to overcome difficulties with applications<br>2.3 Manuals and training booklets are used to solve advanced problems<br>2.4 Problems are analysed and eliminated according to results<br>2.5 Technical support is accessed and trouble shooting results and alert messages are supplied to technical support |
| <b>3 Configure the computing environment</b> | 3.1 Performance of personal computer is enhanced<br>3.2 Environment is configured according to user/organisational requirements<br>3.3 Personal computer environment is customised and optimised  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT            | CATEGORIES  |
|----------------------------|---|
| <b>Hardware</b>            | variables may include but are not limited to <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>  |
| <b>Document</b>            | variables may include but are not limited to <ul style="list-style-type: none"> <li>• established files and applications</li> </ul>   |
| <b>Software</b>            | <ul style="list-style-type: none"> <li>• variables may include but are not limited to               <ul style="list-style-type: none"> <li>○ commercial software applications</li> <li>○ organisational specific software</li> <li>○ word processing</li> <li>○ spreadsheet</li> <li>○ database</li> <li>○ graphic</li> <li>○ communication packages</li> <li>○ presentation functionalities</li> </ul> </li> <li>• may include presentation applications contained in               <ul style="list-style-type: none"> <li>○ Microsoft Office</li> <li>○ Lotus Suite</li> <li>○ Claris Works</li> <li>○ Star Office</li> <li>○ other similar applications</li> </ul> </li> </ul> |
| <b>Storage Media/Disks</b> | may include but are not limited to <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact disks (CDs)</li> <li>• zip disks</li> <li>• local hard disk drives (HDDs)</li> <li>• remote hard disk drives (HDDs)</li> </ul>   |
| <b>Keyboarding</b>         | <ul style="list-style-type: none"> <li>• speed will vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line with Occupational Health and Safety requirements for safe use of keyboards</li> </ul>  |

|   |  |
|---|--|
| <b>IT components</b>                            | <p>can include</p> <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• communication packages</li> </ul>  |
| <b>Documentation and reporting</b>              | <ul style="list-style-type: none"> <li>• documentation for version control may follow International Standards Organisation standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates</li> </ul>   |
| <b>Organisational</b>                           | <p>variables may include but are not limited to</p> <ul style="list-style-type: none"> <li>• keyboarding and accuracy as per organisation guidelines</li> <li>• Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations</li> <li>• security procedures</li> </ul>   |
| <b>Occupational Health and Safety standards</b> | <ul style="list-style-type: none"> <li>• as per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency</li> </ul>  |
| <b>The sport and recreation industry</b>        | <ul style="list-style-type: none"> <li>• covers industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

**Evidence Guide**

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to utilise the advanced features of computer applications</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ utilise computer applications to their full capacity employing all advanced features and import/export capacities for efficiency and productivity purposes</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITS020C Install and optimise system software</li> <li>○ ICAITS025B Run standard diagnostic tests</li> <li>○ ICAITS031B Provide advice to clients</li> <li>○ ICAITS024C Provide basic system administration</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General Occupational Health and Safety principles and responsibilities</li> <li>○ Basic understanding of operating systems software and system tools</li> <li>○ Broad knowledge base of vendor product directions</li> <li>○ Broad knowledge of vendor applications and their features</li> <li>○ Basic understanding of troubleshooting</li> <li>○ Broad knowledge of Occupational Health and Safety requirements in relation to work safety, environmental factors and ergonomic considerations</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Basic analysis skills in relation to normal routine work processes</li> <li>○ Detailed skills in using applications features</li> <li>○ Basic skills in interpreting technical information</li> <li>○ Problem solving skills in known areas during normal routine work processes</li> <li>○ Plain English literacy and communication skills in relation to dealing with clients and team members</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ resources appropriate for this unit</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulated activities must closely reflect the workplace</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate the basic practical skills such as the use of relevant tools, perform a sequence of routine tasks given clear direction, and receive and pass on messages/information.</li> <li>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 options to be applied.</li> <li>An individual demonstrating these competencies would be able to <ul style="list-style-type: none"> <li>demonstrate basic operational knowledge in a moderate range of areas</li> <li>apply a defined range of skills</li> <li>apply known solutions to a limited range of predictable problems</li> <li>perform a range of tasks where choice between a limited range of options is required</li> <li>assess and record information from varied sources</li> <li>take limited responsibility for one's own outputs in work and learning</li> </ul> </li> <li>This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on required knowledge and skills. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 2                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                             |
|------------|-----------------------------|
| ICAITU128A | OPERATE A PERSONAL COMPUTER |
| TCN        | Technology                  |

**DESCRIPTION:** This unit defines the competency required to start up, identify and select icons, correctly navigate and organise the desktop environment and use a range of functions. This unit of competence is a fundamental skill required for using information technology in any environment. Other fundamental units of competence include ICAITU129A Operate a work processing application, ICAITU130A Operate a spreadsheet application, ICAITU131A Operate database application, ICAITU132A Operate a presentation package, ICAITU133A Send and retrieve information over the internet using browsers and email.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Start computer and access basic system information and features</b> | 1.1 Examine basic system information to identify basic functions and features<br>1.2 Customise desktop configuration to meet individual requirements and/or special needs and company guidelines<br>1.3 Erase and format disks as necessary  |
| <b>2 Navigate and manipulate desktop environment</b>                     | 2.1 Select, open and close correct desktop icons to access features (directories/folders, files, network devices, recycle bin/waste basket)<br>2.2 Use different roles and parts of the desktop window for particular functions<br>2.3 Open, resize and close desktop windows for navigation purposes<br>2.4 Create shortcuts from the desktop |
| <b>3 Organise basic directory and folder structures</b>                  | 3.1 Create and name directories/folders with subdirectories/subfolders<br>3.2 Identify directory/folder attributes (size, dates etc)<br>3.3 Move subdirectories/folders between directories/folders<br>3.4 Rename directories/folders as required<br>3.5 Access directories/folders and subdirectories/folders via different paths             |
| <b>4 Organise files for user and/or organisational requirements</b>      | 4.1 Access the most commonly used types of files in a directory/folder<br>4.2 Select, open and rename groups of files as required<br>4.3 Copy, cut and paste files across directories<br>4.4 Copy files to disk<br>4.5 Restore delete files as necessary<br>4.6 Use software tools to locate files   |
| <b>5 Print information</b>   | 5.1 Print information from an installed printer<br>5.2 View and delete progress of print jobs as required<br>5.3 Change default printer from installed list, if available  |
| <b>6 Correctly shut down computer</b>                                    | 6.1 Close all open applications<br>6.2 Shut down computer correctly  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>                          | <b>CATEGORIES</b>   |
|---|---|
| <b>Hardware</b>                                 | variables may include but are not limited to <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>  |
| <b>Document</b>                                 | variables may include but are not limited to <ul style="list-style-type: none"> <li>• help files</li> <li>• established files</li> <li>• applications</li> </ul>  |
| <b>Operating systems</b>                        | may include <ul style="list-style-type: none"> <li>• Command line</li> <li>• Graphical User Interface</li> </ul>  |
| <b>Disks</b>                                    | may include but are not limited to <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact disks (CDs)</li> <li>• zip disks</li> </ul>  |
| <b>Organisational</b>                           | variables may include but are not limited to <ul style="list-style-type: none"> <li>• keyboarding</li> <li>• accuracy per organisation guidelines</li> </ul>  |
| <b>IT components</b>                            | can include <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• communications packages</li> </ul>   |
| <b>Occupational Health and Safety standards</b> | <ul style="list-style-type: none"> <li>• as per company, statutory and vendor requirements</li> <li>• ergonomic and environmental factors must be considered during the demonstration of this competency</li> <li>• Occupational Health and Safety guidelines related to use of               <ul style="list-style-type: none"> <li>○ screen based equipment, computing equipment and peripherals, and ergonomic work stations</li> <li>○ security procedures</li> <li>○ customisation requirements</li> </ul> </li> </ul> |



|  |   |
|--|---|
| <b>Workplace environment</b>             | <p>may involve</p> <ul style="list-style-type: none"> <li>• a business involved in a total organisational change</li> <li>• a systems only change</li> <li>• a business improvement process</li> <li>• an e-commerce solution involving the total organisation or part of the organisation</li> </ul>   |
| <b>Documentation and reporting</b>       | <ul style="list-style-type: none"> <li>• documentation for version control may follow International Standards Organisation standards. Audit trails, naming standards, version control, project management, templates and report writing styles will vary according to organisational approach, information gathering processes may have associated templates</li> </ul>   |
| <b>Standards and procedures</b>          | <ul style="list-style-type: none"> <li>• will vary from formal procedures that must be adhered to with check points and sign offs with documented procedures and templates, implementation of financial control mechanisms, communication with stakeholders, dispute resolution and modification procedures, processes for determining size and cost</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of operating computing packages</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ start-up and navigate around the desktop, using system features to perform tasks</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of skills</b>           | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU129A Operate a word processing application</li> <li>○ ICAITU130A Operate a spreadsheet application</li> <li>○ ICAITU131A Operate database application</li> <li>○ ICAITU132A Operate a presentation package</li> <li>○ ICAITU133A Send and retrieve information over the internet using browsers and email</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General Occupational Health and Safety principles and responsibilities</li> <li>○ Organisational benchmarks for keyboarding</li> <li>○ Types of computers</li> <li>○ Main parts of a computer and various hardware components</li> <li>○ Storage devices and basic categories of memory</li> <li>○ Basic computer performance in relation to the information provided in advertisements for computers</li> <li>○ Types of software</li> <li>○ General security, viruses, privacy legislation, copyright</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Basic analysis in relation to a limited range of routine areas</li> <li>○ Low level decision making in relation to a limited range of routine areas</li> <li>○ Mouse usage skills</li> <li>○ Problem solving skills in known areas during normal routine</li> <li>○ Reading and writing at a level where basic workplace documents are understood</li> <li>○ Communication is clear and precise</li> <li>○ Interpretation of user manuals and help functions</li> <li>○ Logging procedures relating to accessing a personal computer</li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ resources appropriate for this unit</li> <li>○ personal computer</li> <li>○ printer</li> </ul> </li> <li>• Human resources - assessment of the competency will require <ul style="list-style-type: none"> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> <li>○ peers and supervisors for obtaining information on the extent and quality of the contribution made</li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulated activities must closely reflect the workplace</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Work is carried out under direct supervision. An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills such as the use of relevant tools, perform a sequence of routine tasks given clear direction and receive and pass on messages/information. This competency can be assessed in the workplace or in a simulated environment</li> <li>• Competency can be demonstrated in a simulated environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made. The candidate needs access to a personal computer and a printer to perform this unit of competence</li> <li>• Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul>                              |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | -                               | 1                          | 1                           | -                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                       |
|------------|---------------------------------------|
| ICAITU129A | OPERATE A WORD PROCESSING APPLICATION |
| TCN        | Technology                            |

**DESCRIPTION:** This unit defines the competency required to correctly operate word processing applications and perform basic operations. This unit of competence is a fundamental skill required for using information technology in any environment. Other fundamental units of competence include ICAITU128A Operate a personal computer, ICAITU130A Operate a spreadsheet application, ICAITU131A Operate database application, ICAITU132A Operate a presentation package, ICAITU133A Send and retrieve information over the internet using browsers and email.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Create documents</b>   | 1.1 Open documents and add text and symbols according to information requirements<br>1.2 Use document templates as required<br>1.3 Use various tools including help, search and replace, spell check, undo and simple formatting tools throughout the drafting of a document<br>1.4 Add, select, copy, delete or move paragraphs within a document<br>1.5 Create a mailing list with acceptable layout for mail merge purposes without the loss of relevant information<br>1.6 Merge mailing list with other document<br>1.7 Save document to correct directory/folder  |
| <b>2 Customise basic settings to meet page layout conventions</b> | 2.1 Adjust page display modes and size to meet user requirements and/or special needs<br>2.2 Modify toolbar to meet user and document uses<br>2.3 Change font type, size and colour for the purpose of the document<br>2.4 Apply alignment and justification options and line spacing according to document formatting and requirements<br>2.5 Modify margin sizes to suit the purpose of the documents<br>2.6 View multiple documents at once  |
| <b>3 Format document</b>  | 3.1 Use italics, bold, underline and hyphenation as required within organisational guidelines<br>3.2 Use existing styles within a document according to organisational requirements (style guides, document template layout)<br>3.3 Copy selected format from another area in the document or from another active document<br>3.4 Use formatting tools (such as page breaks, tabs, indent, borders, bookmarks, hyperlinks, lists) as required within the document<br>3.5 Insert headers and footers and incorporate all necessary information and formatting styles<br>3.6 Save document in another format and/or in a format for posting to a website<br>3.7 Save and close document to hard disk and disk |
| <b>4 Create tables</b>  | 4.1 Insert a standard table in to a word processing document<br>4.2 Customise cell attributes to meet formatting and data requirements<br>4.3 Insert and delete columns and rows as necessary<br>4.4 Use borders and other formatting tools as necessary according to organisational style requirements   |

|  |  |
|--|--|
| <b>5 Add objects and images</b>          | 5.1 Insert images and/or graphics in a word processing document and customise as necessary<br>5.2 Import and format objects such as spreadsheets and charts to fit word processing document requirements<br>5.3 Position and resize objects and images to meet the word processing document formatting needs |
| <b>6 Print word processing documents</b> | 6.1 Preview document in print preview mode<br>6.2 Select basic print options<br>6.3 Print document or part of the document from installed printer  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>   | <b>CATEGORIES</b>  |
|--------------------------|--|
| <b>Hardware</b>          | variables may include but are not limited to <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>   |
| <b>Document</b>          | variables may include but are not limited to <ul style="list-style-type: none"> <li>• established files</li> <li>• new documents</li> </ul>  |
| <b>Software</b>          | variables may include but are not limited to <ul style="list-style-type: none"> <li>• commercial software applications</li> <li>• organisational specific software</li> <li>• word processing</li> </ul>   |
| <b>Keyboarding</b>       | <ul style="list-style-type: none"> <li>• speed will vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line with Occupational Health and Safety requirements for safe use of keyboards</li> </ul> |
| <b>Organisational</b>    | variables may include but are not limited to <ul style="list-style-type: none"> <li>• keyboarding accuracy as per organisation guidelines</li> </ul>   |
| <b>Operating systems</b> | may include <ul style="list-style-type: none"> <li>• Command line</li> <li>• Graphical User Interface</li> </ul>   |
| <b>Disks</b>             | may include but are not limited to <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact disks (CDs)</li> <li>• zip disks</li> </ul>   |

|   |   |
|---|---|
| <b>Occupational Health and Safety standards</b> | <ul style="list-style-type: none"> <li>• as per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency. Occupational Health and Safety guidelines related to use of             <ul style="list-style-type: none"> <li>○ screen based equipment, computing equipment and peripherals, and ergonomic work stations</li> <li>○ security procedures</li> <li>○ customisation requirements</li> </ul> </li> </ul>   |
| <b>Workplace environment</b>                    | <p>may involve</p> <ul style="list-style-type: none"> <li>• a business involved in total organisational change</li> <li>• a systems only change</li> <li>• a business improvement process</li> <li>• an e-commerce solution involving the total organisation or part of the organisation</li> </ul>   |
| <b>Documentation and reporting</b>              | <ul style="list-style-type: none"> <li>• documentation for version control may follow International Standards Organisation standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach, information gathering processes may have associated templates</li> </ul>  |
| <b>Standards and procedures</b>                 | <ul style="list-style-type: none"> <li>• will vary from formal procedures that must be adhered to with check points and sign offs with documented procedures and templates, implementation of financial control mechanisms, communication with stakeholders, dispute resolution and modification procedures, processes for determining size and cost</li> </ul>   |
| <b>The sport and recreation industry</b>        | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |



## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to operate word processing applications and perform basic operations</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ complete basic operations associated with creating, formatting, saving and printing a document</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU128A Operate a computer</li> <li>○ ICAITU130A Operate a spreadsheet application</li> <li>○ ICAITU131A Operate database application</li> <li>○ ICAITU132A Operate a presentation package</li> <li>○ ICAITU133A Send and retrieve information over the internet using browsers and email</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General Occupational Health and Safety principles and responsibilities</li> <li>○ Basic technical terminology in relation to reading help files and prompts</li> <li>○ Logging procedures relating to accessing a personal computer</li> <li>○ Organisational benchmarks for keyboarding</li> <li>○ Security, viruses, privacy legislation, copyright</li> <li>○ Types of software</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Basic analysis in relation to a limited range of routine areas</li> <li>○ Low level decision making in relation to a limited range of routine areas</li> <li>○ Problem solving skills in known areas during normal routine</li> <li>○ Reading and writing at a level where basic workplace documents are understood</li> <li>○ Communication is clear and precise</li> <li>○ Interpretation of user manuals and help functions</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a printer</li> <li>○ documents detailing Organisational style guide/policy</li> </ul> </li> <li>• Human resources - assessment of the competency will require             <ul style="list-style-type: none"> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must                 <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional</li> </ul> </li> </ul> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>activity in the relevant area</p> <ul style="list-style-type: none"> <li>▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> <li>○ peers and supervisors for obtaining information on the extent and quality of the contribution made</li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulated activities must closely reflect the workplace</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Work is carried out under direct supervision. An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills such as the use of relevant tools, perform a sequence of routine tasks given clear direction and receive and pass on message/information. This competency can be assessed in the workplace or in a simulated environment</li> <li>• Competency can be demonstrated in a simulated environment. Peers and supervisors can be used to obtain information on the extent and quality of the contribution made. Candidate will need access to a printer. To demonstrate this unit of competence the candidate will require access to documents detailing Organisational style guide/policy</li> <li>• Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | -                           | -                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                   |
|------------|-----------------------------------|
| ICAITU130A | OPERATE A SPREADSHEET APPLICATION |
| TCN        | Technology                        |

**DESCRIPTION:** This unit defines the competency required to correctly operate spreadsheet applications and perform basic operations. This unit of competence is a fundamental skill for using information technology in any environment. Other fundamental units of competence include ICAITU129A Operate a word processing application, ICAITU128A Operate a personal computer, ICAITU131A Operate database application, ICAITU132A Operate a presentation package, ICAITU133A Send and retrieve information over the internet using browsers and email.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Create spreadsheets</b>                            | 1.1 Enter numbers, text and symbols in cells according to information requirements<br>1.2 Enter simple formulas and formulas using relative and absolute referencing where required<br>1.3 Correct formulas when standard error messages occur<br>1.4 Employ basic built in functions such as sum and average<br>1.5 Use various tools including help, search and replace, spell check, undo and simple formatting tools during spreadsheet development<br>1.6 Add, select, copy, delete or move columns and rows within the spreadsheet<br>1.7 Copy in increment data entries for logical and clear presentation of information<br>1.8 Save spreadsheet to correct directory/folder |
| <b>2 Customise basic settings</b>                       | 2.1 Adjust page display modes, orientation and size to meet user requirements and/or special needs<br>2.2 Modify toolbar to meet user and document uses<br>2.3 Ensure font type, size and colour is appropriate for the purpose of the document<br>2.4 Apply alignment and justification options and line spacing according to spreadsheet formatting requirements<br>2.5 Modify column width and height to suit spreadsheet requirements<br>2.6 Format cells to display different styles, values and information as required<br>2.7 Modify margin sizes to suit the purpose of the spreadsheet<br>2.8 View multiple workbooks/spreadsheets at once                                  |
| <b>3 Format spreadsheet</b>                             | 3.1 Use italics, bold, underline and hyphenation as required<br>3.2 Copy selected format from another cell or group of cells in the spreadsheet or from another active spreadsheet<br>3.3 Use formatting tools (such as page breaks, tabs, indent, borders, lists) as required within the spreadsheet and/or individual cells<br>3.4 Align information in selected cells as required<br>3.5 Insert headers and footers and incorporate all necessary information and formatting styles<br>3.6 Save <b>document</b> in another format and in a format for posting to a web site<br>3.7 Save and close document to hard <b>disk</b> and disk   |
| <b>4 Incorporate objects and charts in spreadsheets</b> | 4.1 Import and manipulate objects within a spreadsheet<br>4.2 Display spreadsheet data in different charts<br>4.3 Modify charts for formatting reasons   |

|                             |  |
|-----------------------------|--|
| <b>5 Print spreadsheets</b> | 5.1 Preview spreadsheet in print preview mode<br>5.2 Select basic print options<br>5.3 Print spreadsheet or part of spreadsheet from installed printer |
|-----------------------------|--|

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>   | <b>CATEGORIES</b>  |
|--------------------------|--|
| <b>Hardware</b>          | variables may include but are not limited to <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>   |
| <b>Document</b>          | variables may include but are not limited to <ul style="list-style-type: none"> <li>• established files</li> <li>• new documents</li> </ul>  |
| <b>Software</b>          | variables may include but are not limited to <ul style="list-style-type: none"> <li>• commercial software applications</li> <li>• organisational specific software</li> </ul>  |
| <b>Keyboarding</b>       | <ul style="list-style-type: none"> <li>• speed will vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line with Occupational Health and Safety requirements for safe use of keyboards</li> </ul> |
| <b>Organisational</b>    | variables may include but are not limited to <ul style="list-style-type: none"> <li>• keyboarding</li> <li>• accuracy as per organisational guidelines</li> </ul>  |
| <b>Operating systems</b> | may include <ul style="list-style-type: none"> <li>• Command line</li> <li>• Graphical User Interface</li> </ul>   |
| <b>Disks</b>             | may include but are not limited to <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact disks (CDs)</li> <li>• zip disks</li> </ul>   |

|   |   |
|---|---|
| <b>Occupational Health and Safety standards</b> | <ul style="list-style-type: none"> <li>• as per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency, Occupational Health and Safety guidelines related to use of <ul style="list-style-type: none"> <li>○ screen based equipment, computing equipment and peripherals, and ergonomic work stations</li> <li>○ security procedures</li> <li>○ customisation requirements</li> </ul> </li> </ul>   |
| <b>Workplace environment</b>                    | <p>may involve</p> <ul style="list-style-type: none"> <li>• a business involved in total organisational change</li> <li>• a systems only change</li> <li>• a business improvement process</li> <li>• an e-commerce solution involving the total organisation or part of the organisation</li> </ul>   |
| <b>Documentation and reporting</b>              | <ul style="list-style-type: none"> <li>• documentation for version control may follow International Standards Organisation standards, version control, project management templates and report writing styles will vary according to organisational approach, information gathering processes may have associated templates</li> </ul>  |
| <b>Standards and procedures</b>                 | <ul style="list-style-type: none"> <li>• will vary from formal procedures that must be adhered to with check points and sign offs with documented procedures and templates, implementation of financial control mechanisms, communication with stakeholders, dispute resolution and modification procedures, processes for determining size and cost</li> </ul>   |
| <b>The sport and recreation industry</b>        | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to operate spreadsheet applications and perform basic operations</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ complete basic operations associated with creating, formatting, saving and printing a spreadsheet, including creating basic formulas and working with objects and charts</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU129A Operate a word processing application</li> <li>○ ICAITU128A Operate a personal computer</li> <li>○ ICAITU131A Operate database application</li> <li>○ ICAITU132A Operate a presentation package</li> <li>○ ICAITU133A Send and retrieve information over the internet using browsers and email</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General Occupational Health and Safety principles and responsibilities</li> <li>○ Logging procedures relating to accessing a personal computer</li> <li>○ Organisational benchmarks for keyboarding</li> <li>○ Basic mathematics</li> <li>○ Basic technical terminology in relation to reading help files and prompts</li> <li>○ Security, viruses, privacy legislation, copyright</li> <li>○ Types of software</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Basic analysis in relation to a limited range of routine areas</li> <li>○ Low level decision making in relation to a limited range of routine areas</li> <li>○ Problem solving skills in known areas during normal routine</li> <li>○ Reading and writing at a level where basic workplace documents are understood</li> <li>○ Communication is clear and precise</li> <li>○ Interpretation of user manuals</li> <li>○ Mouse usage techniques</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a printer</li> <li>○ documents detailing Organisational style guide/policy</li> </ul> </li> <li>• Human resources - assessment of the competency will require             <ul style="list-style-type: none"> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must</li> </ul> </li> </ul>  |



|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> <li>○ peers and supervisors for obtaining information on the extent and quality of the contribution made</li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulation must closely reflect workplace practices</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Work is carried out under direct supervision. An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills such as the use of relevant tools, perform a sequence of routine tasks given clear direction, and receive and pass on messages/information. This competency can be assessed in the workplace or in a simulated environment</li> <li>• Competency can be demonstrated in a simulated environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made. Candidate will need access to a printer. To demonstrate this unit of competence the candidate will require access to documents detailing organisational style guide/policy.</li> <li>• Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | -                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| ICAITU131A | OPERATE DATABASE APPLICATION |
| TCN        | Technology                   |

**DESCRIPTION:** This unit defines the competency required to operate database applications and perform basic operations.

This unit of competence is a fundamental skill required for using Information Technology in any environment. Other fundamental units of competence include ICAITU129A Operate a word processing application, ICAITU130A Operate a spreadsheet application, ICAITU128A Operate a personal computer, ICAITU132A Operate a presentation package, ICAITU133A Send and retrieve information over the internet using browsers and email.

| ELEMENT                           | PERFORMANCE CRITERIA  |
|-----------------------------------|---|
| <b>1 Create a database</b>        | 1.1 Formulate a simple design for a two table database incorporating basic design principles<br>1.2 Develop tables with fields and attributes according to database usage requirements<br>1.3 Enter data and link and navigate tables<br>1.4 Create a primary key and establish an index<br>1.5 Modify table layout and field attributes as required<br>1.6 Modify data in tables for information requirements<br>1.7 Add and delete records as required<br>1.8 Follow correct close down procedures to ensure data is not lost |
| <b>2 Customise basic settings</b> | 2.1 Adjust page display modes, orientation and size to meet user requirements and/or special needs<br>2.2 Modify toolbar to meet user and database uses<br>2.3 Ensure font type, size and colour is appropriate for the purpose of the database   |
| <b>3 Create reports</b>           | 3.1 Design report to present data in a logical sequence<br>3.2 Modify reports to include/exclude additional information requirements<br>3.3 Modify existing reports to accommodate current information requirements<br>3.4 Distribute reports are in a suitable format (softcopy/hardcopy)  |
| <b>4 Create forms</b>             | 4.1 Create simple forms which include imported files (images/graphics) and customised colours using a wizard<br>4.2 Open existing database and modify records through a simple form<br>4.3 Rearrange objects within the form to accommodate information requirements<br>4.4 Save and close database to hard <b>disk</b> and disk  |
| <b>5 Retrieve information</b>     | 5.1 Access existing database and locate required information<br>5.2 Create simple query and retrieve required information<br>5.3 Develop query with multiple criteria and retrieve required information<br>5.4 Apply filters and access information<br>5.5 Refine queried to more precisely retrieve information<br>5.6 Select data and sort according to information retrieval requirements  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT          | CATEGORIES   |
|--------------------------|--|
| <b>Hardware</b>          | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>  |
| <b>Document</b>          | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• established files</li> <li>• new documents</li> </ul>   |
| <b>Software</b>          | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• commercial software applications</li> <li>• organisational specific software</li> </ul>   |
| <b>Keyboarding</b>       | <p>may include</p> <ul style="list-style-type: none"> <li>• speed will vary according to different organisational requirements and different job roles within an organisation.</li> <li>• the keyboard technique will be in line with Occupational Health and Safety requirements for safe use of keyboards</li> </ul> |
| <b>Organisational</b>    | <p>variables may include but are not limited to</p> <ul style="list-style-type: none"> <li>• keyboarding</li> <li>• accuracy as per organisation guidelines</li> </ul>   |
| <b>Operating Systems</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• Command line</li> <li>• Graphical User Interface</li> </ul>  |
| <b>Disks</b>             | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact discs</li> <li>• zip disks</li> </ul>  |

|   |   |
|---|---|
| <b>Occupational Health and Safety Standards</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• ergonomic and environmental factors must be considered during the demonstration of this competency</li> <li>• Occupational Health and Safety guidelines related to use of <ul style="list-style-type: none"> <li>○ screen based equipment</li> <li>○ computing equipment and peripherals</li> <li>○ ergonomic work stations</li> <li>○ security procedures</li> <li>○ customisation requirements</li> </ul> </li> </ul>   |
| <b>Workplace environment</b>                    | <p>may involve a business involved in</p> <ul style="list-style-type: none"> <li>• a total organisational change</li> <li>• a systems only change</li> <li>• a business improvement</li> <li>• an e-commerce solution involving the total organisation or part of the organisation</li> </ul>   |
| <b>Documentation and Reporting</b>              | <p>may follow International Standards Organisation standards</p> <ul style="list-style-type: none"> <li>• audit trails</li> <li>• naming standards</li> <li>• version control</li> <li>• project management templates and report writing styles will vary according to organisational approach</li> <li>• information gathering processes may have associated templates</li> </ul>  |
| <b>Standards and procedures</b>                 | <p>will vary from</p> <ul style="list-style-type: none"> <li>• formal procedures that must be adhered to with check points and sign offs with documented procedures and templates</li> <li>• implementation of financial control mechanisms</li> <li>• communication with stakeholders</li> <li>• dispute resolution and modification procedures</li> <li>• processes for determining size and cost</li> </ul>  |
| <b>The sport and recreation industry</b>        | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the</li> </ul> |

|  |                 |
|--|-----------------|
|  | activity itself |
|--|-----------------|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to operate database applications and perform basic operations</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ design and develop a simple database using a standard database package the candidate must add data</li> <li>○ use queries</li> <li>○ create forms and report</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU129A Operate a word processing application</li> <li>○ ICAITU130A Operate a spreadsheet application</li> <li>○ ICAITU128A Operate a personal computer</li> <li>○ ICAITU132A Operate a presentation package</li> <li>○ ICAITU133A Send and retrieve information over the internet using browsers and email</li> </ul> </li> </ul>  |
| <b>Required knowledge and skill</b>                  | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General Occupational Health and Safety principles and responsibilities</li> <li>○ Basic technical terminology in relation to reading files and prompts</li> <li>○ Logging procedures relating to assessing a personal computer</li> <li>○ Organisational benchmarks for keyboarding</li> <li>○ Basic technical terminology in relation to reading help files and prompts</li> <li>○ Security, viruses, privacy legislation, copyright</li> <li>○ Basic database design</li> <li>○ Types of software</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Basis analysis in relation to a limited range of routine areas</li> <li>○ Low level decision making in relation to a limited range of routine areas</li> <li>○ Reading and writing at a level where basic workplace documents are understood</li> <li>○ Communication is clear and precise</li> <li>○ Interpretation of user manuals</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a printer</li> <li>○ documents detailing Organisational style guide/policy</li> </ul> </li> <li>• Human resources - assessment of the competency will require             <ul style="list-style-type: none"> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the</li> </ul> </li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>assessment team) must</p> <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> <ul style="list-style-type: none"> <li>○ peers and supervisors for obtaining information on the extent and quality of the contribution made</li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulation must reflect workplace practices</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Work is carried out under direct supervision. An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills, such as the use of relevant tools, perform a sequence of routine tasks given clear direction and receive and pass on messages/information. This competency can be assessed in the workplace or in a simulated environment</li> <li>• Competency can be demonstrated in a simulated environment. Peers and supervisors can be used to obtain information on the extent and quality of the contribution made. Candidate will need access to a printer. To demonstrate this unit of competence the candidate will require access to documents detailing Organisational style guide/policy.</li> <li>• Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business clients will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |



| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | -                               | 1                          | -                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                                |
|------------|--------------------------------|
| ICAITU132A | OPERATE A PRESENTATION PACKAGE |
| TCN        | Technology                     |

**DESCRIPTION:** This unit defines the competency required to operate presentation applications and perform basic operations.

This unit of competence is a fundamental skill required for using IT in any environment. Other fundamental units of competence include ICAITU129A Operate a word processing application, ICAITU130A Operate a spreadsheet application, ICAITU130A, ICAITU131A Operate database application, ICAITU128A Operate a personal computer, ICAITU133A Send and retrieve information over the internet using browsers and email.

| ELEMENT                         | PERFORMANCE CRITERIA  |
|---------------------------------|---|
| <b>1 Create presentations</b>   | 1.1 Create a simple design for a presentation according to organisational requirements<br>1.2 Open presentations and add text and symbols<br>1.3 Use existing styles within a presentation<br>1.4 Use presentation templates/master slide to create a presentation<br>1.5 Use various tools including help, search and replace, spell check, undo and simple formatting tools<br>1.6 Add, select, copy, delete or move text, images and graphics within the <b>presentations</b><br>1.7 Save presentation to correct directory/folder   |
| <b>2 Customise</b>              | 2.1 Adjust page display modes and size to meet user requirements and/or special needs<br>2.2 Modify toolbar to meet user and <b>document</b> uses<br>2.3 Ensure font type, size and colour is appropriate for the purpose of the presentations<br>2.4 View multiple slides at once  |
| <b>3 Format presentation</b>    | 3.1 Use organisational charts, charts, bulleted lists and modify as required<br>3.2 Add objects (images and graphics) and manipulate to meet presentation purpose<br>3.3 Import objects such as tables and modify for presentation purposes<br>3.4 Modify slide layout including text and colours to meet presentation requirements<br>3.5 Use formatting tools (such as tabs, cut, paste, indents, bookmarks, hyperlinks, borders, lists) as required within the presentation<br>3.6 Duplicate slides within and/or across presentation<br>3.7 Reorder the sequence of slides and/or delete for presentation purposes<br>3.8 Save presentation in another format and in a format for posting to a web site<br>3.9 Save and close presentation to hard disk and/or disk |
| <b>4 Add slide show effects</b> | 4.1 Incorporate present animation and multimedia effects in to presentation as required to enhance the presentation<br>4.2 Change present animation effects according to presentation purposes to create a cohesive presentation<br>4.3 Add slide transition effects too presentation to ensure smooth progression though the presentation<br>4.4 Test slide show effects for overall effect<br>4.5 Use onscreen navigation tool to start and stop slide show or move between   |

|                                       |   |
|---------------------------------------|---|
|                                       | different slides as required  |
| <b>5 Print presentation and notes</b> | <ul style="list-style-type: none"><li>5.1 Select appropriate print format (overheads, handouts etc) for slide presentation</li><li>5.2 Select preferred slide orientation (portrait, landscape)</li><li>5.3 Add notes, slide numbers and spell check</li><li>5.4 Preview slides in the required formats (overheads, notes etc)</li><li>5.5 Print slides in the required formats</li></ul> |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT               | CATEGORIES  |
|-------------------------------|---|
| <b>Hardware</b>               | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>   |
| <b>Document</b>               | <p>variables may include but are not limited to</p> <ul style="list-style-type: none"> <li>• established files</li> <li>• new documents</li> </ul>  |
| <b>Presentation packages</b>  | <p>may include presentation applications contained in</p> <ul style="list-style-type: none"> <li>• Microsoft Office</li> <li>• Lotus Suite</li> <li>• Claris Works</li> <li>• other similar applications</li> </ul>   |
| <b>Cultural understanding</b> | <ul style="list-style-type: none"> <li>• cultural understanding requires the capacity to apply an understanding of cultures when carrying out workplace tasks, including commitment to organisational goals such as <ul style="list-style-type: none"> <li>○ quality</li> <li>○ safety</li> <li>○ efficiency</li> <li>○ teamwork</li> <li>○ security</li> <li>○ environmental protection</li> <li>○ customer service</li> <li>○ personal development</li> <li>○ interacting with people from widely different backgrounds and cultures in the achievement of common goals</li> </ul> </li> <li>• carries out established processes</li> <li>• operates in accordance with existing company and statutory requirements</li> <li>• make judgements of quality using given criteria</li> </ul> |
| <b>Keyboards</b>              | <ul style="list-style-type: none"> <li>• speed will vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line Occupational Health and Safety requirements for safe use of keyboards</li> </ul>   |

|   |   |
|---|---|
| <b>Organisational</b>                           | variables may include but are not limited to <ul style="list-style-type: none"> <li>• keyboarding and accuracy as per organisation guidelines</li> </ul>  |
| <b>Operating Systems</b>                        | may include <ul style="list-style-type: none"> <li>• command line</li> <li>• graphical user interface</li> </ul>  |
| <b>Disks</b>                                    | may include but are not limited to <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact discs (CDs)</li> <li>• zip disks</li> </ul>  |
| <b>Occupational Health and Safety Standards</b> | ergonomics and environmental factors must be considered <ul style="list-style-type: none"> <li>• Occupational Health and Safety guidelines related to use of screen based equipment</li> <li>• computing equipment and peripherals, ergonomic work stations</li> <li>• security procedures</li> <li>• customisation requirements</li> </ul>   |
| <b>Workplace environment</b>                    | may involve a business involved in a <ul style="list-style-type: none"> <li>• total organisational change</li> <li>• a systems only change</li> <li>• a business improvement process</li> <li>• an e-commerce solution involving the total organisation or part of the organisation</li> </ul>  |
| <b>Documentation and Reporting</b>              | documentation for version control may follow International Standards Organisation standards <ul style="list-style-type: none"> <li>• audit trails</li> <li>• naming standards</li> <li>• version control</li> <li>• project management templates and report writing styles will vary according to organisational approach</li> <li>• information gathering processes may have associated templates</li> </ul> |
| <b>Standards and procedures</b>                 | will vary from formal procedures that must be adhered to with <ul style="list-style-type: none"> <li>• check points and sign offs with documented procedures and templates</li> <li>• implementation of financial control mechanisms</li> <li>• communication with stakeholders</li> <li>• dispute resolution and modification procedures</li> <li>• processes for determining size and cost</li> </ul>       |

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| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical Aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to operate presentation applications and perform basic operations</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ create, format and prepare presentation for distribution and display</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must not be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of the integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU129A Operate a word processing application</li> <li>○ ICAITU130A operate a spreadsheet application</li> <li>○ ICAITU131A Operate database application</li> <li>○ ICAITU128A Operate a personal computer</li> <li>○ ICAITU133A Send and retrieve information over the internet using browsers and email</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General Occupational Health and Safety principled and responsibilities</li> <li>○ Basic understanding of using systems, technical</li> <li>○ Basic technical terminology in relation to reading help files and prompts</li> <li>○ Logging procedures relating to assessing a personal computer</li> <li>○ Organisational benchmarks for keyboarding</li> <li>○ Basic technical terminology in relation to reading help files and prompts</li> <li>○ Security, viruses, privacy legislation, copyright</li> <li>○ Different types of presentations, formal, informal, audience types</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Basic analysis in relation to a limited range of routine areas</li> <li>○ Low level decision making in relation to a limited range of routine areas</li> <li>○ Problem solving skills in known areas during normal routine</li> <li>○ Reading and writing at a level where basic workplace documents are understood</li> <li>○ Communication is clear and precise</li> <li>○ Interpretation of user manuals</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a printer</li> <li>○ documents detailing Organisational style guide/policy</li> </ul> </li> <li>• Human resources - assessment of the competency will require             <ul style="list-style-type: none"> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>assessment team) must</p> <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> <ul style="list-style-type: none"> <li>○ peers and supervisors for obtaining information on the extent and quality of the contribution made</li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulated activities must closely reflect the workplace</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Work is carried out under direct supervision. An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills, such as the use of relevant tools, perform a sequence of routine tasks given clear direction and receive and pass on messages/information. This competency can be assessed in the workplace or in a simulated environment</li> <li>• Competency can be demonstrated in a simulated environment. Peers and supervisors can be used to obtain information on the extent and quality of the contribution made. Candidate will need access to a printer. To demonstrate this unit of competence the candidate will require access to documents detailing Organisational style guide/policy</li> <li>• Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidates, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |



| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 2                               | 1                          | -                           | -                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| ICAITU133A | SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL |
| TCN        | Technology   |

**DESCRIPTION:** This unit defines the competency required to complete basic web search tasks and send and receive emails with attachments.

This unit of competence is a fundamental skills required for using IT in any environment. Other fundamental units of competence include ICAITU129A Operate a word processing application, ICAITU130A Operate a spreadsheet application, ICAITU131A Operate database application, ICAITU132A Operate a presentation package, ICAITU128A Operate a personal computer.

| ELEMENT                             | PERFORMANCE CRITERIA   |
|-------------------------------------|--|
| <b>1 Access the internet</b>        | 1.1 Open browser and assign a Home Page/Start Page through setting basic preferences<br>1.2 Adjust the display/view modes to suit personal requirements<br>1.3 Modify toolbar to meet user and browsing needs<br>1.4 Assess a particular site and retrieve data<br>1.5 Load or not load images depending on modem speed, computer and browser capabilities<br>1.6 Open a Uniform Resource Locator (URL) to obtain data and browse links  |
| <b>2 Search internet</b>            | 2.1 Open search engines and define search requirements<br>2.2 Use a range of search parameters (key words, logical operators)<br>2.3 Save search results and present as a report according to the information required<br>2.4 Create bookmarks for required web pages and save in associated bookmark folder<br>2.5 Modify page set up options and print web pages or the required information<br>2.6 Shut down and exit browser   |
| <b>3 Send and organise messages</b> | 3.1 Open mail inbox for specific user and create a new mail message<br>3.2 Complete each field (address to subject etc) and add text to message according to <b>organisational guidelines</b> on email usage and email content<br>3.3 Add auto signature and attach files in the required format<br>3.4 Determine message priority, spell check, copy and delete text and send<br>3.5 Reply to received messages and forward as appropriate<br>3.6 Open and save attachment to relevant directory/folder, create new folder if necessary<br>3.7 Search for messages and mark or delete as necessary<br>3.8 Sort (save in folders/directories, archive, highlight etc) and delete unwanted messages |
| <b>4 Create an address book</b>     | 4.1 Add mail address book and delete unnecessary addresses<br>4.2 Update address book with incoming mail address<br>4.3 Create an address list and send out mail to list<br>4.4 Create different folders for different categories of addresses   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>       | <b>CATEGORIES</b>   |
|------------------------------|---|
| <b>Hardware</b>              | variables may include but are not limited to <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>  |
| <b>Document</b>              | variables may include but are not limited to <ul style="list-style-type: none"> <li>• established files</li> <li>• new document</li> </ul>  |
| <b>Presentation packages</b> | may include applications contained in <ul style="list-style-type: none"> <li>• Microsoft Office</li> <li>• Lotus Suite</li> <li>• Claris Works</li> <li>• other similar applications</li> </ul>   |
| <b>Keyboarding</b>           | <ul style="list-style-type: none"> <li>• speed will vary according to different organisational requirements and different jobs roles within an organisation. The keyboard technique will be in line with Occupational Health and Safety requirements for safe use of keyboards</li> </ul> |
| <b>Organisational</b>        | variables may include but are not limited to <ul style="list-style-type: none"> <li>• personal use of emails and internet access</li> <li>• content of emails</li> <li>• downloading information</li> <li>• accessing particular sites</li> </ul>   |
| <b>Operating Systems</b>     | may include <ul style="list-style-type: none"> <li>• command line and Graphical User Interface</li> </ul>   |
| <b>Disks</b>                 | may include but is not limited to <ul style="list-style-type: none"> <li>• diskettes</li> <li>• compact disks (CDs)</li> <li>• zip disks</li> </ul>   |

|   |   |
|---|---|
| <b>Occupation Health and Safety Standards</b> | <p>as per company, statutory and vendor requirements.</p> <ul style="list-style-type: none"> <li>• ergonomic and environmental factors must be considered during the demonstration of this competency</li> <li>• occupational health and safety guidelines related to use of screen based equipment</li> <li>• computing and peripherals, and ergonomic work stations</li> <li>• security procedures</li> <li>• customisation requirements</li> </ul>   |
| <b>Workplace environment</b>                  | <p>may involve a business involved in a</p> <ul style="list-style-type: none"> <li>• total organisational change</li> <li>• a system only change</li> <li>• a business improvement process</li> <li>• an e-commerce solution involving the total organisation or part of the organisation</li> </ul>  |
| <b>Documentation and Reporting</b>            | <p>documentation for version control may follow International Standards Organisation standards</p> <ul style="list-style-type: none"> <li>• audit trails</li> <li>• naming standards</li> <li>• version control</li> <li>• project management templates and reporting styles will vary according to organisational approach</li> <li>• information gathering processes may have associated templates</li> </ul>   |
| <b>Standards and procedures</b>               | <p>will vary from formal procedures that must be adhered to with</p> <ul style="list-style-type: none"> <li>• check points and sign offs with documented procedures and templates</li> <li>• implementation of financial control mechanisms</li> <li>• communication with stakeholders</li> <li>• dispute resolution and modification procedures</li> <li>• processes for determining size and cost</li> </ul>  |
| <b>Cultural understanding</b>                 | <p>includes</p> <ul style="list-style-type: none"> <li>• requiring the capacity to apply an understanding of cultures when carrying out working tasks, including commitment to organisational goals such as <ul style="list-style-type: none"> <li>○ quality</li> <li>○ safety</li> <li>○ efficiency</li> <li>○ teamwork</li> <li>○ security</li> <li>○ environmental protection</li> <li>○ customer service</li> <li>○ personal development</li> <li>○ interacting with people from widely different backgrounds and cultures in the achievement of common work goals</li> </ul> </li> <li>• carrying out established processes</li> <li>• operating in accordance with existing company and statutory requirements</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• making judgements of quality using given criteria</li></ul>  |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to complete basic web search tasks and send and receive emails with attachments</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ browse the internet, search for information, send and receive emails and organise the mail browser applications</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following units(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following units(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU129A Operate a word processing application</li> <li>○ ICAITU130A Operate a spreadsheet application</li> <li>○ ICAITU131A Operate database application</li> <li>○ ICAITU132A Operate a presentation package</li> <li>○ ICAITU128A Operate a computer</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ General Occupational Health and Safety principles and responsibilities</li> <li>○ Makeup and structure of web addresses</li> <li>○ Basic technical terminology in relation to reading help files and prompts</li> <li>○ Logging procedures relating to accessing a personal computer</li> <li>○ Modem speed, traffic loads in relation to times of accessing the internet</li> <li>○ Evaluating and assessing the authority of information</li> <li>○ Organisational guidelines on internet and email usage, web etiquette</li> <li>○ Security, viruses, privacy legislation, copyright</li> <li>○ Different types of search engines (meta etc)</li> <li>○ The different types of messages that occur (error messages, updates, plug ins etc)</li> <li>○ Types of software</li> </ul> </li> <li>• Required Skills             <ul style="list-style-type: none"> <li>○ Basic analysis in relation to a limited range of routine areas</li> <li>○ Low level decision making in relation to a limited range of routine areas</li> <li>○ Problem solving skills in known areas during normal routine</li> <li>○ Reading and writing are a level where basic workplace documents are understood</li> <li>○ Communication is clear and precise</li> <li>○ Interpretation of user manuals</li> <li>○ Cultural understanding</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a printer</li> </ul> </li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ documents detailing <ul style="list-style-type: none"> <li>▪ Organisational style guide/policy</li> <li>▪ Organisational policies on internet and e-mail usage</li> </ul> </li> <li>● Human resources - assessment of the competency will require <ul style="list-style-type: none"> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> <li>○ peers and supervisors for obtaining information on the extent and quality of the contribution made</li> </ul> </li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts. Simulated activities must closely reflect the workplace</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● Work is carried out under direct supervision. An individual demonstrating these competencies would be able to demonstrate knowledge by recall in a narrow range of areas, demonstrate basic practical skills, such as the use of relevant tools, perform a sequence of routine tasks given clear direction and receive and pass on messages/information. This competency can be assessed in the workplace or in simulated environment</li> <li>● Competency can be demonstrated in a simulated environment. Peers and supervisors can be used to obtain information on the extent and quality of the contribution made. Candidate will need access to a printer. To demonstrate this unit of competence the candidate will require access to documents detailing Organisational style guide/policy and Organisational policies on internet and e-mail usage</li> <li>● Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | -                           | -                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|           |                     |
|-----------|---------------------|
| ICPMM63BA | ACCESS THE INTERNET |
|           |                     |
| TCN       | Technology          |

**DESCRIPTION:** This unit describes the competency required to access the Internet.

The project lifecycle and the information technology methodology employed will determine which particular units of competency are relevant to this unit. Some include Project Management, Implementation, Support, the teamwork functional areas and documentation.

| ELEMENT                                    | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Identify and use local resources</b>  | 1.1 Installed Internet software applications are identified and started up<br>1.2 Internet <b>software</b> is used off line or online<br>1.3 Extracting (decompressing) software and virus scanner are used on downloaded files<br>1.4 Internet protocols and connection are identified<br>1.5 Security risks are avoided  |
| <b>2 Identify and use remote resources</b> | 2.1 Files and documents using the Internet search engines are accessed<br>2.2 The Internet is browsed to find related sites via links<br>2.3 Files are retrieved from a FTP repository<br>2.4 Emails are sent, downloaded, read and responded to<br>2.5 Files attached to incoming emails are retrieved and sent as attached files<br>2.6 Newsgroups relevant to the industry are accessed |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                                 | CATEGORIES   |
|---|--|
| <b>Degree of autonomy</b>                       | <ul style="list-style-type: none"> <li>The Internet is accessed in the workplace in consultation with supervisor to ensure correct skills and procedures are used</li> </ul>   |
| <b>Hardware</b>                                 | variables may include but are not limited to <ul style="list-style-type: none"> <li>personal computers</li> <li>networked systems</li> </ul>   |
| <b>Document</b>                                 | variables may include but are not limited to <ul style="list-style-type: none"> <li>established files</li> <li>applications</li> </ul>   |
| <b>Software</b>                                 | variables may include but are not limited to <ul style="list-style-type: none"> <li>commercial software applications</li> <li>organisational specific software</li> <li>word processing, spreadsheet, database, graphic, communication packages and presentation functionalities</li> </ul>  |
| <b>Organisational</b>                           | variables may include but are not limited to <ul style="list-style-type: none"> <li>keyboarding and accuracy as per organisation guidelines</li> <li>Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals and ergonomic work stations</li> <li>security procedures</li> </ul> |
| <b>Information technology components</b>        | can include <ul style="list-style-type: none"> <li>hardware</li> <li>software</li> <li>communications packages</li> </ul>  |
| <b>Documentation and reporting</b>              | <ul style="list-style-type: none"> <li>audit trails, naming standards, version controls</li> </ul>   |
| <b>Occupational Health and Safety standards</b> | <ul style="list-style-type: none"> <li>as per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency</li> </ul>  |

|  |   |
|--|---|
| <b>Organisational standards</b>          | <ul style="list-style-type: none"> <li>• may be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to access the Internet</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ access the Internet and obtain and send information as required</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Detailed knowledge of how to initiate and conclude an Internet connection</li> <li>○ Detailed knowledge of appropriate uses of different Internet protocols and data types (WWW, email, etc)</li> <li>○ Detailed knowledge of privacy and security measures related to online tasks</li> <li>○ Detailed knowledge of information sources</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Access the Internet and retrieve data using WWW and email and newsgroups</li> <li>○ Send a simple email or newsgroup posting</li> <li>○ Perform a simple search and save the text of a web page to disk</li> <li>○ Extract and virus-scan downloaded files</li> <li>○ Demonstrate an ability to find and use information relevant to the task from a variety of information sources</li> </ul> </li> </ul>   |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ resources appropriate for this unit</li> </ul> </li> <li>• Human resources - assessment of the competency will require             <ul style="list-style-type: none"> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must                 <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> <li>○ peers and supervisors for obtaining information on the extent and quality of the contribution made</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"><li>• Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts</li></ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"><li>• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li><li>• Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on required knowledge and skills. The questioning of team members will provide valuable input to the assessment</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                                  |
|-----------|----------------------------------|
| ICPMM65DA | CREATE WEB PAGES WITH MULTIMEDIA |
| TCN       | Technology                       |

**DESCRIPTION:** This unit describes the competence required to create web pages with multimedia.

The project lifecycle and the information technology employed will determine which particular units of competency are relevant to this unit. Some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Identify the tools and parameters of web page design</b> | 1.1 The uses of HTML or XML on and off the Internet are described<br>1.2 Principles of design and navigation are correctly applied to the context of web page viewing<br>1.3 Differences between page layout languages versus document content description are outlined<br>1.4 File types for images and other data are chosen to suit the intended viewing environment<br>1.5 HTML or XML specifications and extension types are named and a suitable XML HTML level or DTD is chosen for the current task<br>1.6 Types of web authoring <b>software</b> are identified and selected in accordance with type of authoring task and workplace procedures |
| <b>2 Produce web page</b>                                     | 2.1 Images, sound and other referenced files are sourced and optimised for download and display<br>2.2 Web authoring, conversion or test editing software is used to prepare pages incorporating text with images and video, sound, scripts or programming, according to design brief<br>2.3 Completed XML or HTML pages are saved to hard disk with appropriate file names<br>2.4 Raw XML or HTML is checked for obvious redundancies and omissions, and enhanced if necessary with recent extensions, LAT tags, etc.   |
| <b>3 Validate and prepare for distribution</b>                | 3.1 Pages are validated with suitable syntax parsing and rules checking software<br>3.2 XML or HTML is corrected in response to validation reports until clean validation is achieved at chosen level<br>3.3 Pages and associated files are uploaded to server or transferred to other media and prepared for access<br>3.4 Internal and external links are checked for functionality in their final location  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| <b>RANGE STATEMENT</b>       | <b>CATEGORIES</b>   |
|------------------------------|---|
| <b>Degree of autonomy</b>    | includes <ul style="list-style-type: none"> <li>• working independently but consulting as required</li> </ul>   |
| <b>Distribution/display</b>  | includes <ul style="list-style-type: none"> <li>• World Wide Web public access</li> <li>• local intranet</li> <li>• CD-ROM</li> <li>• kiosk</li> <li>• specific purpose delivery methods as required</li> </ul>   |
| <b>Validation procedures</b> | includes <ul style="list-style-type: none"> <li>• SGML syntax parsers and "lint" or rules-based checkers, either accessed via the Internet or run from local disk</li> </ul>  |
| <b>Software</b>              | includes <ul style="list-style-type: none"> <li>• web authority and/or conversion software as used in the workplace</li> </ul>  |
| <b>Hardware</b>              | variables may include but are not limited to <ul style="list-style-type: none"> <li>• personal computers</li> <li>• networked systems</li> </ul>  |
| <b>Document</b>              | variables may include but are not limited to <ul style="list-style-type: none"> <li>• established files</li> <li>• applications</li> </ul>  |
| <b>Software</b>              | variables may include but are not limited to <ul style="list-style-type: none"> <li>• commercial software applications</li> <li>• organisational specific software</li> <li>• word processing, spreadsheet, database, graphic, communication packages and presentation functionalities</li> </ul> |



|   |   |
|---|---|
| <b>Organisational</b>                           | <p>variables may include but are not limited to</p> <ul style="list-style-type: none"> <li>• keyboarding and accuracy as per organisation guidelines</li> <li>• Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations</li> <li>• security procedures</li> </ul>  |
| <b>Information technology components</b>        | <p>can include</p> <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• communication packages</li> </ul>   |
| <b>Documentation and reporting</b>              | <p>may include</p> <ul style="list-style-type: none"> <li>• audit trails</li> <li>• naming standards</li> <li>• version control</li> </ul>  |
| <b>Occupational Health and Safety standards</b> | <ul style="list-style-type: none"> <li>• as per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency</li> </ul>   |
| <b>Organisational standards</b>                 | <ul style="list-style-type: none"> <li>• may be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used</li> </ul>   |
| <b>The sport and recreation industry</b>        | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to create web pages with multimedia</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ create and validate at least TWO linked web pages incorporating multimedia and prepare them for distribution on the Internet or other medium</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Detailed knowledge of software used for web authoring, how used and advantages and disadvantages</li> <li>○ Detailed knowledge of the types of adjustments required when converting printable artwork to web pages</li> <li>○ Detailed knowledge of Internet-related issues such as bandwidth, platform-independence and screen types, and how they are resolved</li> <li>○ Detailed knowledge of the purpose and process of validation and the role of standards and extensions</li> <li>○ Detailed knowledge of the hardware, software and configurations required to view completed work</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Project planning skills in relation to scope, time, cost, quality, communications</li> <li>○ Research skills for identifying, analysing and evaluating broad features of current multimedia usage and best practice in multimedia products and procedures</li> <li>○ Basic analysis skills in relation to normal routine work processes</li> <li>○ Detailed skills in using applications features</li> <li>○ Basic skills in interpreting technical information</li> <li>○ Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information</li> <li>○ Problem solving skills for a defined range of predictable problems</li> <li>○ Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ resources appropriate for this unit</li> </ul> </li> <li>• Human resources - assessment of the competency will require             <ul style="list-style-type: none"> <li>○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>▪ be competent in this unit</li> <li>▪ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>▪ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> <ul style="list-style-type: none"> <li>○ peers and supervisors for obtaining information on the extent and quality of the contribution made</li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on required knowledge and skills. The questioning of team members will provide valuable input to the assessment</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |   |
|------------|---|
| SRXTCN001A | ASSIST WITH ANALYSIS AND USE OF EMERGING TECHNOLOGY |
| TCN        | Technology  |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit defines the competency required to apply technical knowledge in preliminary analysis of emerging technology and to transfer and apply skills and knowledge to new technology and situations.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Liaise with vendors, training providers and industry to determine technology to assist the organisation</b> | 1.1 Determine <i>information sources</i><br>1.2 Determine vendors as per <i>predetermined criteria</i> (if appropriate)<br>1.3 Document information on <i>technology</i> according to its suitability to organisational requirements and continually update it   |
| <b>2 Prepare and present reports as required by management</b>   | 2.1 Obtain future requirements from management and colleagues<br>2.2 Identify new technologies which can assist the <i>organisation</i> meet its goals<br>2.3 Determine installation requirements<br>2.4 Plan for strategic implementation of new <i>technology</i> (if appropriate)<br>2.5 Prepare report in line with budget, time frame and organisational limitations<br>2.6 Present reports to supervisor/management with recommendations made about the application of new technologies              |
| <b>3 Apply new and advanced functions of upgraded technology to solve organisational problems</b>                | 3.1 Apply existing knowledge and techniques to explore new <i>technology</i><br>3.2 Assist in the implementation and use of new <i>technology</i> acquired by the <i>organisation</i> with minimum disruption to the workplace<br>3.3 Ensure training is undertaken to establish/maintain knowledge and skills in new technologies<br>3.4 Use specialised features of upgraded <i>technology</i> to solve organisational problems<br>3.5 Apply new <i>technology</i> knowledge and skills in the workplace |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT               | CATEGORIES   |
|-------------------------------|--|
| <b>Information sources</b>    | [four categories] <ul style="list-style-type: none"> <li>• vendors</li> <li>• trade magazines</li> <li>• electronic media and communications</li> <li>• liaising with expert users in other areas of the organisation</li> <li>• product demonstrations</li> <li>• industry trade fairs and conferences</li> </ul>                           |
| <b>Organisation</b>           | [all categories] <ul style="list-style-type: none"> <li>• variables may include, but not be limited to <ul style="list-style-type: none"> <li>○ security procedures</li> <li>○ contracting arrangements related to purchasing</li> <li>○ budgeting and strategic plans</li> <li>○ timelines and budgetary constraints</li> </ul> </li> </ul> |
| <b>Predetermined criteria</b> | [all categories] <ul style="list-style-type: none"> <li>• may include, but not be limited to <ul style="list-style-type: none"> <li>○ cost</li> <li>○ availability</li> <li>○ quality</li> <li>○ client service</li> <li>○ warranties/guarantees</li> <li>○ backup support</li> </ul> </li> </ul>  |
| <b>Technology</b>             | [six categories] <ul style="list-style-type: none"> <li>• computer operating systems</li> <li>• software</li> <li>• hardware</li> <li>• processes</li> <li>• tools</li> <li>• materials</li> <li>• techniques</li> <li>• products</li> <li>• services</li> </ul>   |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the analysis and advanced use of emerging technology in the work environment</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ identify and appraise information sources on technology</li> <li>○ select vendors based on predetermined criteria (if appropriate)</li> <li>○ plan for strategic implementation of new technology</li> <li>○ report to management findings of research</li> <li>○ assist with implementation of new and upgraded technology with minimal disruption</li> <li>○ identify training needs to support implementation of new/upgraded technology</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ ICAITU012C Design organisational documents using computing packages</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCM403A Establish business networks</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Current industry and technology information sources</li> <li>○ Industry networks</li> <li>○ Current trends and directions in technology</li> <li>○ Key individuals and organisations within industry</li> <li>○ Organisation strategic direction</li> <li>○ Understanding systems, organisational and technical</li> <li>○ Operating systems features and functions</li> <li>○ Software features and functions</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Questioning and active listening to elicit information and clarify meaning</li> <li>○ Communication skills to convey complex and abstract concepts and information</li> <li>○ Client service for internal and external interaction</li> <li>○ Problem solving skills to solve problems in a range of contexts</li> <li>○ Decision making involving discretion and judgement</li> <li>○ Research skills to investigate new and emerging technology</li> <li>○ Presentation skills to report to management and colleagues</li> <li>○ Evaluation and reports writing skills involving analysis</li> <li>○ Literacy skills in regard to interpretation of technical manuals</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>○ a strategic plan for an organisation</li> <li>○ associated resources and information relevant to the organisation</li> <li>○ a variety of up to date technical resources relevant to the organisation</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as upgrading of technological hardware and software over time, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to analysing and using emerging technology in a sport or recreation organisation</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of technological requirements for a real sport or recreation organisation. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |



| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 2                           | 1                                   | 3              | 3              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on the latest in technology and organising it to identify aspects that are relevant to the organisation</li> <li>• <b>Communicating ideas and information</b> - Communicating to report to management and colleagues on latest in technology</li> <li>• <b>Planning and organising activities</b> - Planning a schedule of maintenance and upgrades</li> <li>• <b>Working with teams and others</b> - Working with staff and management to best determine the organisations needs</li> <li>• <b>Using mathematical ideas and techniques</b> - Using graphs and statistics to best determine the organisations needs</li> <li>• <b>Solving problems</b> - Combining packages and options to come up with the best for the organisation</li> <li>• <b>Using technology</b> - Using the internet to research and purchase packages for the organisation</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| SRXTCN002A | MANAGE INFORMATION TECHNOLOGY REQUIREMENTS |
| TCN        | Technology                                 |

**DESCRIPTION:** This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to manage the information technology requirements of the organisation including assessing the capacity of the current system and investigating other options looking at: cost versus benefits; liaising with suppliers; overseeing the installation of new technology; and, the training of staff in the use of technology.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Determine organisational requirements for information technology</b> | 1.1 Assess the <i>efficiency and limitations</i> of the current <i>information technology systems</i><br>1.2 Consult users of the system and establish their requirements including <i>operating system</i> and <i>application software</i><br>1.3 Identify budgetary limitations   |
| <b>2 Consider available options</b>                                       | 2.1 Consult an information technology specialist and obtain advice on <i>options</i> for the development of systems that best meet the needs of the organisation<br>2.2 Arrange demonstration/testing of product/s<br>2.3 Perform a <i>cost benefit analysis</i> on options presented<br>2.4 Identify the option that best meets the needs of the organisation for the least outlay                                       |
| <b>3 Liaise with suppliers/consultants</b>                                | 3.1 Monitor the retail market and conduct negotiations<br>3.2 Obtain the pre - determined number of quotes<br>3.3 Identify the supplier offering the desired <i>products/services</i> for the least amount of outlay<br>3.4 Install hardware/software at times that will cause the least interface with daily work routines<br>3.5 Liaise with suppliers/consultants on an ongoing basis as part of the service agreement |
| <b>4 Train system users</b>   | 4.1 Perform training requirements in accordance with Workplace Trainer Competency Standards   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                       | CATEGORIES  |
|---------------------------------------|---|
| <b>Application software</b>           | [all categories] <ul style="list-style-type: none"> <li>• word processing</li> <li>• database</li> <li>• spreadsheets</li> <li>• page layout software</li> </ul>  |
| <b>Cost benefit analysis</b>          | [all categories] <ul style="list-style-type: none"> <li>• price</li> <li>• budget limitations</li> <li>• benefits to the organisation(s)</li> <li>• increase in productivity</li> <li>• support available after sales</li> <li>• upgrade costs</li> <li>• product quality               <ul style="list-style-type: none"> <li>○ stability</li> <li>○ site references</li> <li>○ speed performance tests</li> </ul> </li> </ul>   |
| <b>Efficiency and limitations</b>     | [all categories] <ul style="list-style-type: none"> <li>• efficiency               <ul style="list-style-type: none"> <li>○ system supports multiple users (if required)</li> <li>○ capacity is adequate for the organisation's needs</li> <li>○ system supports required software</li> </ul> </li> <li>• limitations               <ul style="list-style-type: none"> <li>○ system does not support multiple users</li> <li>○ capacity is not adequate for the organisation's needs</li> <li>○ system does not support required software</li> <li>○ additional work stations required</li> <li>○ growth incurs high cost</li> <li>○ slow after sales response</li> <li>○ high maintenance costs</li> </ul> </li> </ul> |
| <b>Information technology systems</b> | [all categories] <ul style="list-style-type: none"> <li>• network systems</li> <li>• modems/Internet</li> <li>• electronic fax/mail/phone</li> <li>• documentation</li> <li>• internal network of data storage               <ul style="list-style-type: none"> <li>○ disks</li> <li>○ tapes</li> </ul> </li> </ul>   |

|                          |   |
|--------------------------|---|
| <b>Operating system</b>  | [all categories] <ul style="list-style-type: none"><li>• Disk Operating System (DOS)</li><li>• windows</li><li>• mainframe</li></ul>  |
| <b>Options</b>           | [all categories] <ul style="list-style-type: none"><li>• purchase</li><li>• lease</li><li>• finance</li><li>• upgrade program over a period of time</li><li>• share with other organisation/s</li><li>• sponsorship</li></ul>                                   |
| <b>Products/services</b> | [all categories] <ul style="list-style-type: none"><li>• which best meets organisation's assessment criteria in<ul style="list-style-type: none"><li>○ price</li><li>○ after sales service</li><li>○ warranty</li><li>○ maintenance program</li></ul></li></ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of information technology systems in order to maintain a system that meets the organisation's needs in the work environment</li> <li>• Assessment of performance should be over a period of time covering all categories of all Range Statements that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ assess the efficiency and limitations of the current system in consultation with users</li> <li>○ ensure any new equipment, services or resources are purchased at the best possible price and will be adequate to the needs of the organisation</li> <li>○ ensure the installation of the new hardware/software causes minimal disruption to the organisation</li> <li>○ ensure the service agreement is managed and the organisation is serviced adequately by suppliers/consultants</li> <li>○ ensure all users are properly trained to use the new information technology system</li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ SRXTCN001A Assist with analysis and use of emerging technology</li> <li>○ BSBADM501A Manage the establishment and maintenance of a workgroup network</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Organisation's policy and procedures for the purchase of services, equipment, and resources</li> <li>○ Organisation's information technology requirements</li> <li>○ Workplace Trainer Competency Standards</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Use of technology in order to negotiate with suppliers/consultants on the best option/s to meet the organisation's needs</li> <li>○ Referral skills to identify to whom to refer difficulties in the management of the organisation's information technology requirements</li> <li>○ Research skills to seek information on the most appropriate option/s</li> <li>○ Problem solving skills to identify the best training program for users of the information technology system</li> <li>○ Literacy skills to clarify information in regard to the purchasing of new equipment, services and resources for the information technology system</li> </ul> </li> </ul>                            |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to</li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ a strategic plan for an organisation</li> <li>○ associated resources and information relevant to the organisation</li> <li>○ a real information technology system and documentation on the various options available</li> <li>● Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit but preferably be competent in the unit at the level above</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Due to issues such as changing requirements of an organisation and upgrading of technological hardware and software over time, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to managing information technology requirements in a sport or recreation organisation</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● This unit of competency must be assessed in the context of managing technological requirements for a real sport or recreation organisation. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>● Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>● Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 1                                   | 1              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - Collecting information on the latest in technology and organising it to identify aspects that are relevant to the organisation</li> <li>• <b>Communicating ideas and information</b> - Communicating to report to management and colleagues on latest in technology</li> <li>• <b>Planning and organising activities</b> - Planning a schedule of maintenance and upgrades</li> <li>• <b>Working with teams and others</b> - Working with staff and management to best determine the organisations needs</li> <li>• <b>Using mathematical ideas and techniques</b> - Using graphs and statistics to best determine the organisations needs</li> <li>• <b>Solving problems</b> - Combining packages and options to come up with the best for the organisation</li> <li>• <b>Using technology</b> - Using the internet to research and purchase packages for the organisation</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |





## **WORKING IN TEAMS**



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|            |                  |
|------------|------------------|
| BSBCMN101A | PREPARE FOR WORK |
| TEM        | Working in teams |

**DESCRIPTION: This unit covers the skills and knowledge required to prepare a person to perform effectively in a work environment. It includes identifying the rights and responsibilities of employees and employers and assisting in the business while under direct supervision.**

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Identify organisational/work requirements</b> | 1.1 Work requirements and responsibilities are identified with advice from appropriate persons<br>1.2 Roles and responsibilities of colleagues and immediate superiors are identified<br>1.3 Employee's/employer's rights are identified and knowledge applied where appropriate<br>1.4 Duty of care, legal responsibilities and any relevant <b>organisational goals and objectives</b> are identified and applied where appropriate<br>1.5 Behaviour which contributes to a safe work environment is identified and followed |
| <b>2 Work in a team</b>                            | 2.1 Courteous and helpful manner is displayed at all times<br>2.2 Allocated tasks are completed as required<br>2.3 Assistance is sought when difficulties arise<br>2.4 Questioning is used to clarify instructions or responsibilities<br>2.5 <b>Non discriminatory</b> attitude is identified and displayed   |
| <b>3 Develop effective work habits</b>             | 3.1 <b>Work and personal priorities</b> are identified and a balance achieved between competing priorities<br>3.2 Time management strategies are applied to work duties<br>3.3 <b>Appropriate dress and behaviour</b> are observed in the workplace  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity</li> <li>• relevant industry codes of practice</li> </ul>   |
| <b>Organisation's requirements</b>   | <p>may be included in</p> <ul style="list-style-type: none"> <li>• organisational policies and guidelines</li> <li>• common organisational practice</li> <li>• performance plans</li> <li>• Occupational Health and Safety policies, procedures and programs</li> </ul>  |
| <b>Appropriate persons</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• supervisors, mentors or trainers</li> <li>• colleagues</li> </ul>  |
| <b>Rights and responsibilities of employees</b>                            | <p>may relate to</p> <ul style="list-style-type: none"> <li>• attendance</li> <li>• punctuality</li> <li>• obeying lawful orders</li> <li>• confidentiality and privacy of enterprise, client and colleague's information</li> <li>• safety and care with respect to Occupational Health and Safety</li> <li>• knowing the terms and conditions of own employment</li> <li>• the right to union representation</li> <li>• protection from discrimination and sexual harassment</li> </ul>  |
| <b>Rights and responsibilities of employers</b>                            | <p>include</p> <ul style="list-style-type: none"> <li>• the right to dismiss an employee if they <ul style="list-style-type: none"> <li>○ commit a criminal offence</li> <li>○ are negligent, careless or cause an accident</li> <li>○ commit acts of disloyalty such as revealing confidential information (see the <i>Commonwealth Workplace Relations Act 1996</i>)</li> </ul> </li> <li>• responsibility of providing a safe environment free from discrimination and sexual harassment (see relevant State and Commonwealth anti-discrimination legislation)</li> </ul> |

|   |   |
|---|---|
| <b>The organisation's goals and objectives</b>                    | <p>may be</p> <ul style="list-style-type: none"> <li>• stated or implied by the way the organisation conducts its business including <ul style="list-style-type: none"> <li>○ organisational values and behaviours</li> <li>○ flexibility, responsiveness, financial performance</li> <li>○ work procedures and/or procedures manuals</li> <li>○ people management, interpersonal communication</li> <li>○ business planning, marketing and customer service</li> </ul> </li> </ul> |
| <b>Behaviour which contributes to a safe work environment</b>     | <p>may include</p> <ul style="list-style-type: none"> <li>• discussing and negotiating problems and tasks with other team members</li> <li>• sharing knowledge and skills</li> <li>• identifying and reporting any risks or hazards</li> <li>• using business equipment according to instructions</li> </ul>  |
| <b>Non discriminatory attitudes</b>                               | <p>may include</p> <ul style="list-style-type: none"> <li>• all contacts with other staff, clients or management</li> <li>• verbal or non verbal communication</li> </ul>   |
| <b>Work and personal priorities relate to a work/life balance</b> | <p>may include work and other commitments including</p> <ul style="list-style-type: none"> <li>• school/homework</li> <li>• home/family/parties/friends</li> <li>• other jobs</li> <li>• culture</li> <li>• disability</li> </ul>   |
| <b>Appropriate dress and behaviour</b>                            | <p>may relate to</p> <ul style="list-style-type: none"> <li>• personal dress, presentation and hygiene</li> <li>• demeanour in the workplace and attitude displayed to customers and other team members</li> </ul> <p>may vary according to</p> <ul style="list-style-type: none"> <li>• organisation requirements</li> <li>• type of work</li> <li>• degree of client/customer contact</li> </ul>  |
| <b>Additional skills</b>  | <p>may be acquired by</p> <ul style="list-style-type: none"> <li>• on-the-job coaching or mentoring</li> <li>• presentations/demonstrations</li> <li>• formal course participation</li> <li>• work experience</li> </ul>  |
| <b>The sport and recreation industry</b>                          | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|



## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to prepare a person to perform effectively in a work environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ express the organisation's requirements including goals and values</li> <li>○ identify workplace procedures for maintaining employee rights</li> <li>○ develop strategies for effective work practices</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN201A Work effectively in a business environment</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Relevant features of legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity</li> <li>○ Award and enterprise agreements and relevant industrial instruments</li> <li>○ Knowledge of place of work in society, for self</li> <li>○ Basic rules and expectations for workers and employees</li> <li>○ Basic principles of time management</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify work requirements and process basic, relevant workplace documentation</li> <li>○ Communication skills to request advice, receive feedback and work with a team</li> <li>○ Problem solving skills to solve routine problems related to the workplace under direct supervision</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework</li> </ul> </li> </ul>  |

|                                   |  |
|-----------------------------------|--|
|                                   | (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>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</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>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</li> <li>Assessment must take account of the endorsed assessment guidelines</li> <li>Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated work environment</li> <li>Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1   | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To identify work requirements</li> <li>• <b>Communicating ideas and information</b> - To relate to individuals and members of the work team</li> <li>• <b>Planning and organising activities</b> - To develop work schedules under direct supervision</li> <li>• <b>Working with teams and others</b> - To implement work plans under direct supervision</li> <li>• <b>Using mathematical ideas and techniques</b> - As an aid to completing tasks</li> <li>• <b>Solving problems</b> - To complete tasks under direct supervision</li> <li>• <b>Using technology</b> - As an aid to complete tasks under direct supervision</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

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| BSBCM201A | WORK EFFECTIVELY IN A BUSINESS ENVIRONMENT |
| TEM       | Working in teams                           |

**DESCRIPTION:** This unit covers the skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers and conducting business in accordance with the organisational goals, values and standards.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Work within organisational requirements</b> | 1.1 Documents outlining <b>organisational requirements</b> are located, read and any uncertainties are clarified with <i>appropriate persons</i><br>1.2 All work reflects a current working knowledge and understanding of <b>employees and employers rights and responsibilities</b><br>1.3 All work undertaken reflects understanding and compliance with relevant duty of care, legal responsibilities and <b>organisational goals and objectives</b><br>1.4 Standards and values considered to be detrimental to the organisation are identified and questioned through established communication channels<br>1.5 Self and other's <b>behaviour</b> which contribute to a safe work environment are identified and practiced |
| <b>2 Determine future work/career directions</b> | 2.1 Personal work goals are identified and prioritised in accordance with organisational requirements and future personal career plans<br>2.2 Personal values and attitudes regarding work and business are taken into account when planning future work/career directions<br>2.3 <b>Advice</b> is obtained from appropriate persons on future work/career directions<br>2.4 Additional <b>skills</b> required are identified and addressed  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Organisation's requirements</b>   | may be included in <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisation policy/guidelines and requirements</li> <li>• business and performance plans</li> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• ethical standards</li> <li>• quality and continuous improvement processes and standards</li> <li>• Occupational Health and Safety policies, procedures and programs</li> </ul> |
| <b>Appropriate persons</b>   | may include <ul style="list-style-type: none"> <li>• those who have the authority to adjust plans</li> <li>• supervisor</li> <li>• colleagues</li> <li>• external organisations</li> <li>• line management</li> </ul>   |
| <b>Rights and responsibilities of employees</b>                            | may relate to <ul style="list-style-type: none"> <li>• attendance</li> <li>• punctuality</li> <li>• obeying lawful orders</li> <li>• confidentiality and privacy of enterprise, client and colleague's information</li> <li>• safety and care with respect to Occupational Health and Safety</li> <li>• knowing the terms and conditions of own employment</li> <li>• the right to union representation</li> <li>• protection from discrimination and sexual harassment</li> </ul>  |

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| <b>Rights and responsibilities of employers</b>               | <p>include</p> <ul style="list-style-type: none"> <li>• the right to dismiss you if you (see the Commonwealth Workplace Relations Act 1996 ) <ul style="list-style-type: none"> <li>○ commit a criminal offence</li> <li>○ are negligent, careless or cause an accident</li> <li>○ commit acts of disloyalty such as revealing confidential information</li> </ul> </li> <li>• the responsibility of providing a safe environment free from discrimination and sexual harassment (see relevant State and Commonwealth anti-discrimination legislation)</li> </ul>  |
| <b>The organisation's goals and objectives</b>                | <p>may be</p> <ul style="list-style-type: none"> <li>• stated or implied by the way the organisation conducts its business including <ul style="list-style-type: none"> <li>○ organisational values and behaviours</li> <li>○ flexibility, responsiveness</li> <li>○ financial performance</li> <li>○ work procedures and/or procedures manuals</li> <li>○ people management</li> <li>○ interpersonal communication</li> <li>○ business planning</li> <li>○ marketing and customer service</li> </ul> </li> <li>• organisational values and behaviours</li> <li>• work procedures and quality assurance manuals</li> </ul> |
| <b>Behaviour which contributes to a safe work environment</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• discussing and negotiating problems and tasks with other team members</li> <li>• solving problems as a team</li> <li>• sharing your knowledge and skills</li> <li>• identifying and reporting risks or hazards</li> <li>• using business equipment according to guidelines</li> <li>• listening to the ideas and opinions of others in your team</li> </ul>  |
| <b>Advice</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• career counseling</li> </ul>  |
| <b>Additional skills</b>                                      | <p>may be acquired by</p> <ul style="list-style-type: none"> <li>• on-the-job coaching or mentoring</li> <li>• additional responsibilities</li> <li>• presentations/demonstrations</li> <li>• formal course participation</li> <li>• work experience</li> <li>• involvement in professional networks</li> </ul>  |

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|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of the evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to work effectively within a commercial or business environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ identify, locate and express the organisation's requirements including goals and values</li> <li>○ demonstrate work reflects the relationship between own role and organisational requirements</li> <li>○ prepare own future career plans, are developed</li> <li>○ use workplace procedures for upholding employee and employer rights and responsibilities can be identified and clearly explained</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>                | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN101A Prepare for work</li> <li>○ BSBCMN301A Exercise initiative in a business environment</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                     | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Knowledge of the organisation's policies, plans and procedures and how to access them</li> <li>○ Understanding of terms and conditions of employment</li> <li>○ Understanding of the types of actions which uphold the organisation's image</li> <li>○ Knowledge of how to use information systems to source and access new learning opportunities</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to identify work requirements and process basic, relevant workplace documentation</li> <li>○ Communication skills to request advice, receive feedback and work with a team</li> <li>○ Planning skills to develop future career goals</li> <li>○ Problem solving skills to solve routine problems</li> <li>○ Technology skills including the ability to select and use technology appropriate to a task</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |



|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Level at the end of this unit</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 1                               | 1                          | 1                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To develop understanding of organisation's requirements</li> <li>• <b>Communicating ideas and information</b> - To individuals and members of the work team</li> <li>• <b>Planning and organising activities</b> - To develop work schedules</li> <li>• <b>Working with teams and others</b> - To implement work plans</li> <li>• <b>Using mathematical ideas and techniques</b> - To solve routine problems</li> <li>• <b>Solving problems</b> - To improve personal work performance</li> <li>• <b>Using technology</b> - To aid access to organisational information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                              |
|------------|------------------------------|
| BSBCMN204A | WORK EFFECTIVELY WITH OTHERS |
| TEM        | Working in teams             |

**DESCRIPTION: This unit covers the skills and knowledge required to work in a group environment such as promoting team commitment and cooperation and supporting team members.**

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

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <p><b>They may use legislation, codes and national standards relevant to the workplace</b></p> | <p>including</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>   |
| <p><b>Organisational requirements</b></p>  | <p>may be included in</p> <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisation policy/guidelines and requirements</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• business and performance plans</li> <li>• anti-discrimination and related policy</li> <li>• access and equity principles and practice</li> <li>• ethical standards</li> <li>• quality and continuous improvement processes and standards</li> <li>• defined resource parameters</li> </ul> |
| <p><b>Responsibilities and duties</b></p>  | <p>may include</p> <ul style="list-style-type: none"> <li>• job description and employment arrangements</li> <li>• organisation's policy relevant to work role</li> <li>• team structure</li> <li>• supervision and accountability requirements including Occupational Health and Safety</li> <li>• skills, training and competencies</li> <li>• Code of Conduct</li> </ul>   |
| <p><b>Workgroup members</b></p>  | <p>may include but are not limited to</p> <ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• supervisor or manager</li> <li>• peers/work colleagues/teams/enterprise</li> <li>• other members of the organisation</li> </ul>  |
| <p><b>Feedback on performance</b></p>  | <p>may include</p> <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• obtaining feedback from clients</li> <li>• personal, reflective behaviour strategies</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• routine organisational methods for monitoring service delivery</li> </ul>  |
| <b>Providing support to team members</b>        | <ul style="list-style-type: none"> <li>• explaining/clarifying</li> <li>• helping colleagues</li> <li>• problem solving</li> <li>• providing encouragement</li> <li>• providing feedback to another team member</li> <li>• undertaking extra tasks if necessary</li> </ul>  |
| <b>Information to be shared</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• assisting a colleague</li> <li>• clarifying the organisation's preferred task completion methods</li> <li>• open communication channels</li> <li>• encouraging colleagues</li> <li>• acknowledging satisfactory performance</li> <li>• workplace hazards, risks and controls</li> <li>• acknowledging unsatisfactory performance</li> </ul>   |
| <b>Strategies/opportunities for improvement</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• work experience/exchange/opportunities</li> <li>• personal study</li> <li>• career planning/development</li> <li>• performance appraisals</li> <li>• workplace skills assessment</li> <li>• Recognition of Prior Learning/RCC/initial assessment</li> </ul>  |
| <b>The sport and recreation industry</b>        | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge for processing of payroll from provided data in manual or computerised payroll systems</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ provide support to team members to ensure goals are met</li> <li>○ seek and act on feedback from client and colleagues</li> <li>○ access learning opportunities to extend own personal work competencies to enhance team goals and outcomes</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCM204A Contribute to personal skill development and learning</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Reasons why cooperation and good relationships are important</li> <li>○ Knowledge of the organisation's policies, plans and procedures</li> <li>○ Understanding how to elicit and interpret feedback</li> <li>○ Techniques to develop personal plans and establish priorities</li> <li>○ Understanding of how to identify and prioritise personal development opportunities and options</li> <li>○ Knowledge of workgroup member's responsibilities and duties</li> <li>○ Importance of demonstrating respect and empathy in dealings with colleagues</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to read and understand the organisation's policies and work procedures; write simple instructions for particular routine tasks; interpret information gained from correspondence</li> <li>○ Communication skills to request advice, receive feedback and work within a team</li> <li>○ Planning skills to organise work priorities and arrangements</li> <li>○ Technology skills including the ability to select and use technology appropriate to a task</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 2                               | 1                          | 2                           | 1                                   | 1              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To measure self-performance</li> <li>• <b>Communicating ideas and information</b> - With members of the work team</li> <li>• <b>Planning and organising activities</b> - For self</li> <li>• <b>Working with teams and others</b> - In completing scheduled tasks</li> <li>• <b>Using mathematical ideas and techniques</b> - As an aid to measure and schedule tasks</li> <li>• <b>Solving problems</b> - As an aid to self-development</li> <li>• <b>Using technology</b> - To manage scheduled tasks</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|            |   |
|------------|---|
| BSBCMN301A | EXERCISE INITIATIVE IN A BUSINESS ENVIRONMENT |
| TEM        | Working in teams                              |

**DESCRIPTION: This unit covers the skills and knowledge required to exercise initiative and influence others in a business environment. It includes making decisions in accordance with organisational requirements.**

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Model high standards of business practices</b>  | 1.1 Own work practices are consistent with <b>organisational requirements</b> and with agreed <b>roles and responsibilities</b><br>1.2 Personal work goals are identified, prioritised and pursued in accordance with organisation's <b>goals and objectives</b><br>1.3 Own work practices and behaviour are amended to reflect <b>performance feedback</b> and promote continuous improvement<br>1.4 Practices detrimental to the organisation are identified and communicated within appropriate organisational requirements   |
| <b>2 Influence individuals and groups positively</b> | 2.1 <b>Initiative style</b> is consistent with organisational requirements and agreed roles and responsibilities<br>2.2 Opportunities are identified and used to raise awareness and commitment to the goals and values of the organisation<br>2.3 Appropriate <b>negotiation skills</b> are used to promote group consensus and a common understanding of organisational requirements<br>2.4 <b>Coaching and mentoring assistance</b> is provided to individuals and groups to support the achievement of work priorities<br>2.5 Encouragement is provided to others to develop <b>innovative practices</b> and strategies consistent with organisational requirements<br>2.6 Regular performance feedback is provided to individuals and groups in accordance with organisational requirements |
| <b>3 Make informed decisions</b>                     | 3.1 Decision making processes are participative and used to review work of the group and to allocate appropriate responsibilities<br>3.2 Parameters for decisions are clear and options are based on valid and reliable information<br>3.3 Decisions are consistent with applicable ethical and regulatory obligations and organisational requirements<br>3.4 Feedback is given to clarify the impact of decisions   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>Organisational requirements</b>   | may be included in <ul style="list-style-type: none"> <li>• quality assurance procedures manual</li> <li>• code of conduct/ code of ethics/ statement of values</li> <li>• performance appraisal system and personnel procedures</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policy/guidelines and requirements</li> <li>• business and performance plans</li> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• quality and continuous improvement processes and organisational standards</li> <li>• Occupational Health and Safety policies, procedures and programs</li> </ul> |
| <b>Roles and responsibilities</b>  | may include <ul style="list-style-type: none"> <li>• job description and employment arrangements</li> <li>• organisation's policy relevant to work role</li> <li>• team structures</li> <li>• supervision and accountability requirements including Occupational Health and Safety</li> <li>• skills, training and competencies</li> <li>• Code of Conduct</li> </ul>   |
| <b>Interpersonal skill</b>   | may include <ul style="list-style-type: none"> <li>• using appropriate body language</li> <li>• summarising and paraphrasing</li> <li>• consultation methods, techniques and protocols</li> <li>• seeking feedback from group members to confirm understanding</li> </ul>   |

|  |   |
|--|---|
| <b>The organisation's goals and objectives</b> | <p>may be</p> <ul style="list-style-type: none"> <li>• stated or implied by the way the organisation conducts its business including <ul style="list-style-type: none"> <li>○ organisational values and behaviours</li> <li>○ flexibility, responsiveness</li> <li>○ financial performance</li> <li>○ work procedures and/or procedures manuals</li> <li>○ people management</li> <li>○ interpersonal communication</li> <li>○ business planning</li> <li>○ marketing and customer service</li> </ul> </li> <li>• organisational values and behaviours</li> <li>• work procedures and quality assurance manuals</li> </ul>  |
| <b>Feedback on performance</b>                 | <p>may include</p> <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining comments from supervisors and colleagues</li> <li>• obtaining comments from clients</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>   |
| <b>Initiative styles and methods</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• techniques for initiating action and directing decision making</li> <li>• strategies for presenting a confident, assured and unhesitant manner in challenging situations</li> <li>• strategies for presenting a confident, assured and unhesitant manner in challenging situations</li> <li>• strategies for not accepting unreasonable expectations</li> <li>• maintaining ethical practice and beliefs in the face of opposition</li> <li>• modelling behavioural and personal presentation standards</li> <li>• time management</li> <li>• strategies for acknowledging and respecting the attitudes and beliefs of others</li> <li>• techniques for promoting active and genuine participation</li> </ul> |
| <b>Negotiation skills</b>                      | <p>may include</p> <ul style="list-style-type: none"> <li>• assertiveness</li> <li>• collaboration</li> <li>• solution designing</li> <li>• confidence building</li> <li>• conflict reduction</li> <li>• stress management</li> <li>• empathising</li> </ul>  |

|   |   |
|---|---|
| <b>Coaching and mentoring assistance</b>                  | <p>may include</p> <ul style="list-style-type: none"> <li>• providing feedback to another team member</li> <li>• fair and ethical practice</li> <li>• non-discriminatory processes and activities</li> <li>• respecting the contribution of all participants and giving credit for achievements</li> <li>• presenting and promoting a positive image of the collective group</li> <li>• problem solving</li> <li>• providing encouragement</li> </ul>   |
| <b>Opportunities to develop innovative work practices</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• obtaining feedback from supervisors and colleagues</li> <li>• obtaining feedback from clients</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> <li>• networking within the organisation and the industry</li> <li>• job rotation/exchanges</li> </ul>  |
| <b>The sport and recreation industry</b>                  | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to exercise initiative and influence others in a business environment</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ give constructive feedback</li> <li>○ communicate priorities and goals and actions</li> <li>○ facilitate achievement of personal goals and work objectives</li> <li>○ work effectively in a team environment</li> <li>○ consult with colleagues to encourage a process of continuous improvement</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN201A Work effectively in a business environment</li> <li>○ BSBFLM404A Lead work teams</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ The principles and techniques associated with influencing others, establishing effective consultative processes and making decisions</li> <li>○ Knowledge of the characteristics of a positive role model</li> <li>○ Knowledge of methods which can be used to monitor and introduce practices to improve work performance</li> <li>○ Understanding principles and techniques associated with the organisation of teams, team goal setting and devolving responsibility/accountability to teams</li> <li>○ Understanding the use of feedback to achieve positive outcomes</li> <li>○ Knowledge of the organisation's policies, plans and procedures</li> <li>○ Knowledge of information systems and their use</li> <li>○ Principles of effective negotiation</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills for reading and undertaking the organisation's procedures, own work goals and objectives</li> <li>○ Proof-reading and editing skills for checking own work</li> <li>○ Communication skills to request advice, receive feedback and work with a team</li> <li>○ Conflict management skills to maintain effective relationships</li> <li>○ Planning skills to organise work arrangements</li> <li>○ Evaluation skills for assessing outcomes</li> <li>○ Problem solving skills to solve routine difficulties</li> <li>○ Ability to relate to people from a range of social, cultural and</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | ethnic backgrounds and physical and mental abilities  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1  | 2                               | 2                          | 2                           | 1                                   | 2              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To develop understanding of organisation's requirements</li> <li>• <b>Communicating ideas and information</b> - To individuals and members of the work team</li> <li>• <b>Planning and organising activities</b> - To develop work schedules</li> <li>• <b>Working with teams and others</b> - To implement work plans</li> <li>• <b>Using mathematical ideas and techniques</b> - To solve routine problems</li> <li>• <b>Solving problems</b> - To improve personal work performance</li> <li>• <b>Using technology</b> - To aid access to organisational information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|           |                               |
|-----------|-------------------------------|
| BSBCM404A | DEVELOP TEAMS AND INDIVIDUALS |
| TEM       | Working in teams              |

**DESCRIPTION: This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of the workgroup.**

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Determine development needs</b>             | <p>1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organisational requirements</b></p> <p>1.2 A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</p> <p>1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement</p> <p>1.4 <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning needs</p>   |
| <b>2 Develop individuals and teams</b>           | <p>2.1 Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of <b>competency standards</b></p> <p>2.2 <b>Learning delivery methods</b> are appropriate to the learning goals, the learning style of the participants and availability of <b>equipment and resources</b></p> <p>2.3 Workplace learning opportunities and <b>coaching and mentoring assistance</b> are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5 Resources and timelines required for learning activities are identified and approved in accordance with organisational requirements</p> |
| <b>3 Monitor and evaluate workplace learning</b> | <p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional development support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of competency are documented and maintained within organisational requirements</p>  |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <p><b>They may use legislation, codes and national standards relevant to the workplace</b></p> | <p>including</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <p><b>Learning and development needs</b></p>   | <p>may include</p> <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• work experience/exchange/opportunities</li> <li>• personal study</li> <li>• career planning/development</li> <li>• performance appraisals</li> <li>• workplace skills assessment</li> <li>• Recognition of Prior Learning</li> </ul>  |
| <p><b>Organisational requirements</b></p>  | <p>may be included in</p> <ul style="list-style-type: none"> <li>• quality assurances and/or procedures manuals</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policy/guidelines and requirements</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• confidentiality and security requirements</li> <li>• business and performance plans</li> <li>• anti-discrimination and related policy</li> <li>• access and equity principles and practice</li> <li>• ethical standards</li> <li>• quality and continuous improvement processes and standards</li> <li>• defined resource parameters</li> </ul> |
| <p><b>Feedback on performance</b></p>  | <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• obtaining feedback from clients</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>   |

|  |   |
|--|---|
| <b>Competency standards</b>              | <p>are standards which measure</p> <ul style="list-style-type: none"> <li>• all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function</li> </ul>  |
| <b>Learning delivery methods</b>         | <p>may include</p> <ul style="list-style-type: none"> <li>• on-the-job coaching or mentoring</li> <li>• problem solving</li> <li>• presentations/demonstrations</li> <li>• formal course participation</li> <li>• work experience</li> <li>• involvement in professional networks</li> <li>• conference and seminar attendance</li> <li>• induction</li> </ul>  |
| <b>Equipment and resources</b>           | <p>may include</p> <ul style="list-style-type: none"> <li>• funding</li> <li>• facilities</li> <li>• guest speakers</li> <li>• training equipment such as whiteboards and audio-visual equipment</li> <li>• technological tools and equipment</li> <li>• time</li> </ul>  |
| <b>Coaching and mentoring assistance</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• providing feedback to another team member</li> <li>• fair and ethical practice</li> <li>• non-discriminatory processes and activities</li> <li>• respecting the contribution of all participants and giving credit for achievements</li> <li>• presenting and promoting a positive image of the collective group</li> <li>• problem solving</li> <li>• providing encouragement</li> </ul> |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge required to determine individual and team development needs and facilitate the development of the workgroup</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ identify and implement learning opportunities for others</li> <li>○ give and receive feedback constructively</li> <li>○ facilitate participation of individuals in the work of the team</li> <li>○ negotiate learning plans to improve the effectiveness of learning</li> <li>○ prepare learning plans to match skill needs</li> <li>○ access and design learning opportunities</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCM304A Contribute to personal skill development and learning</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>○ Knowledge of the principles of coaching and mentoring for development of competence</li> <li>○ Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives</li> <li>○ Understanding how to facilitate team development and improvement</li> <li>○ Knowledge of the organisation's policies, plans and procedures</li> <li>○ Understanding methods and techniques for eliciting and interpreting feedback</li> <li>○ Understanding methods for identifying and prioritising personal development opportunities and options</li> <li>○ Knowledge of career paths and competency standards in the industry</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding; maintain records of learning</li> <li>○ Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>○ Planning skills to organise required resources and equipment to meet learning needs</li> <li>○ Coaching and mentoring skills to provide support to colleagues</li> </ul> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Report writing skills to organise information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>○ Facilitation skills to conduct small group training sessions</li> <li>○ Time management skills for scheduling learning programs within work activities</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 2                          | 2                           | 2                                   | 2              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To measure team performance</li> <li>• <b>Communicating ideas and information</b> - With members of the work team</li> <li>• <b>Planning and organising activities</b> - For learning opportunities</li> <li>• <b>Working with teams and others</b> - In completing scheduled tasks</li> <li>• <b>Using mathematical ideas and techniques</b> - As an aid to measure learning outcomes</li> <li>• <b>Solving problems</b> - As an aid to team-development</li> <li>• <b>Using technology</b> - To manage scheduling of tasks</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |                  |
|------------|------------------|
| BSBFLM404A | LEAD WORK TEAMS  |
| TEM        | Working in teams |

**DESCRIPTION: This unit is equivalent to the original unit BSXFMI404A Participate in, lead and facilitate work teams. This unit covers the skills and knowledge required to lead a team or work group in a business environment. It includes developing plans, providing leadership and supervising the performance of a group.**

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

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES  |
|---|---|
| <b>Legislation, codes and national standards relevant to the workplace</b>  | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul>  |
| <b>At Australian Qualifications Framework level 4, frontline management will normally be engaged in workplace context</b> | where they <ul style="list-style-type: none"> <li>• engage in short to medium term planning within the organisation's business plans, eg, prepares six monthly plan of the department's productivity targets within the organisation's business plan</li> <li>• take responsibility for own outputs in relation to specific quality standards, eg, assesses own management performance against the organisation's standards of management</li> <li>• take limited responsibility for the quality and quantity of the output of others, eg, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans</li> <li>• demonstrate understanding of a broad knowledge base incorporating some theoretical concepts, eg, understands the principles and techniques underpinning the development of Key Performance indicators</li> <li>• perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas, eg, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services</li> <li>• apply solutions to a defined range of unpredictable problems, eg, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem</li> <li>• identify, analyse and evaluated information from a variety of sources, eg, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation</li> </ul> |



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| <b>Frontline management at this level normally operate in a relatively simple and routine workplace environment</b> | <p>in which they use the organisation's</p> <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• quality and continuous improvement processes and standards</li> <li>• access and equity principles and practice</li> <li>• business and performance plans</li> <li>• defined resource parameters</li> <li>• ethical standards</li> </ul> |
| <b>The manager</b>  | <p>may</p> <ul style="list-style-type: none"> <li>• adopt a variety of roles in teams including leader, facilitator, participant, coach and mentor</li> </ul>  |
| <b>Teams</b>  | <p>may be</p> <ul style="list-style-type: none"> <li>• one or a mixture of on-going, work-based, project-based, task specific, or cross-functional</li> <li>• teams may include full time employees, contractors and part time employees</li> </ul>  |
| <b>The organisation's goals, plans and objectives</b>   | <p>refers to</p> <ul style="list-style-type: none"> <li>• those relevant to frontline management's work activities and to the teams in which frontline management involved</li> </ul>  |
| <b>Competencies</b>   | <p>refer to</p> <ul style="list-style-type: none"> <li>• the abilities of the team members and may be formally recognised or not formally recognised</li> <li>• they may be industry-wide, enterprise specific or individual specific</li> </ul>   |
| <b>Knowledge and skill development</b>  | <p>may</p> <ul style="list-style-type: none"> <li>• take place through a variety of methods including <ul style="list-style-type: none"> <li>○ coaching</li> <li>○ mentoring</li> <li>○ exchange/rotation</li> <li>○ shadowing</li> <li>○ action learning</li> <li>○ structured training programs</li> </ul> </li> </ul>   |
| <b>Occupational Health and Safety considerations</b>  | <p>may include</p> <ul style="list-style-type: none"> <li>• implement and monitor participative arrangements</li> <li>• information to teams about Occupational Health and Safety and the organisation's Occupational Health and Safety policies, procedures and practices</li> </ul>  |

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| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|  |  |
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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge to lead work teams</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ provide leadership to team</li> <li>○ contribute positively to team performance</li> <li>○ provide coaching and mentoring support</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ BSBCMN301A Exercise initiative a business environment</li> <li>○ BSBFLM402A Show leadership in the workplace</li> <li>○ BSBFLM403A Manage effective workplace relationships</li> <li>○ BSBFLM406A Implement workplace information system</li> <li>○ BSBFLM411A Contribute to the development of a workplace learning environment.</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Relates to the essential knowledge and understanding a person needs to perform work to the required standard</li> <li>○ 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</li> <li>○ The principles and techniques associated with                 <ul style="list-style-type: none"> <li>▪ the organisation of teams</li> <li>▪ team goal setting</li> <li>▪ devolving responsibility/accountability to teams</li> <li>▪ team dynamics</li> <li>▪ conflict resolution</li> <li>▪ gaining team commitment</li> <li>▪ monitoring and assessing team performance</li> </ul> </li> <li>○ Gain team commitment to the organisation's goals, values and plans</li> <li>○ The forms of bias/discrimination and how to deal with them</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Functional literacy skills to access and use workplace information</li> <li>○ Assessing the competence of the team</li> <li>○ Facilitating the participation of team members</li> <li>○ Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives</li> <li>○ Facilitating team development and improvement</li> <li>○ Assessing competency development requirements</li> <li>○ Gaining the trust and confidence of colleagues</li> <li>○ Dealing with people openly and fairly</li> <li>○ Using coaching and mentoring skills to provide support to</li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>colleagues</li> <li>○ Ability to relate to people from a range of social, cultural and ethical backgrounds and physical and mental abilities</li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competencies Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2   | 2                               | 3                          | 2                           | 1                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To assist team planning</li> <li>• <b>Communicating ideas and information</b> - With members of work team</li> <li>• <b>Planning and organising activities</b> - In association with team</li> <li>• <b>Working with teams and others</b> - To achieve team goals</li> <li>• <b>Using mathematical ideas and techniques</b> - To assist the development of team plans</li> <li>• <b>Solving problems</b> - To assist team performance</li> <li>• <b>Using technology</b> - To assist the management of information</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|            |  |
|------------|--|
| BSBMGT605A | PROVIDE LEADERSHIP ACROSS THE ORGANISATION |
| TEM        | Working in teams                           |

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

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>1 Communicate organisational mission and goals</b> | 1.1 Objectives, values and standards are clarified in accordance with organisation's strategic direction<br>1.2 Linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals are established<br>1.3 Media and language used is appropriate to individuals and group circumstances<br>1.4 Expectations of internal groups and individuals are clearly stated and explained in a manner which builds commitment to the organisation<br>1.5 Community expectations of the organisation including product safety, Occupational Health and Safety, environmental management and any other factors which could potentially impact on the community, are addressed<br>1.6 <b>Incidents</b> are investigated promptly, and results clearly communicated to relevant groups and individuals  |
| <b>2 Influence groups and individuals</b>             | 2.1 Trust, confidence and respect of diverse groups and individuals, are built through positive role modelling and effective communication and consultation<br>2.2 Organisational and workplace culture improvements are embraced, resourced and implemented effectively<br>2.3 Understanding of the global environment and new technology is demonstrated in work activities<br>2.4 Actions convey flexibility, adaptability to change and accessibility<br>2.5 Consultation and participation in decision making occurs with relevant groups and individuals where appropriate<br>2.6 Decision making takes into account needs and expectations of both internal and external groups<br>2.7 Decision making occurs in accordance with <b>risk management</b> plans for all options, and within appropriate time frames<br>2.8 Exemplary conduct and performance is demonstrated to build trust and support of both colleagues and those to whom you report<br>2.9 Public relations strategy is in place to represent the organisation positively in the media and community |
| <b>3 Build and support teams</b>                      | 3.1 <b>Accountabilities and responsibilities</b> are assigned to teams consistent with their competencies and operational plans<br>3.2 Teams are resourced to allow them to achieve their objectives<br>3.3 Teams and individuals are empowered through effective delegations and support for their initiatives<br>3.4 <b>A positive work environment</b> is created and maintained<br>3.5 Teams and individuals are encouraged to develop innovative approaches to the performance of work   |

|   |  |
|---|--|
| <b>4 Demonstrate personal and professional competence</b> | <ul style="list-style-type: none"><li>4.1 Personal qualities and managerial performance are modelled consistent with the performance standards/code of conduct of the organisation</li><li>4.2 Self control and self regulation are demonstrated at all times</li><li>4.3 Appropriate interpersonal and leadership styles are adopted to meet particular circumstances and situations</li><li>4.4 Personal objectives and work program outcomes are set and met</li><li>4.5 New Knowledge and technology is utilised to continuously improve business processes and product delivery</li><li>4.6 Self performance and <b>professional competence</b> is continuously improved through engagement in a range of professional development activities</li><li>4.7 Participation in industry/professional networks and groups occurs regularly</li><li>4.8 Conflict issues and problems are managed through effective negotiations, to achieve optimum business outcomes</li><li>4.9 Problems are handled in a professional and empathetic way</li><li>4.10 Action is preceded by analysis planning and strategic thinking</li></ul> |
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## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Legislation, codes and national standards relevant to the workplace</b> | which may include <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• 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</li> <li>• relevant industry codes of practice</li> </ul> |
| <b>Personal competence</b>   | means <ul style="list-style-type: none"> <li>• the acquisition and demonstration of the range of behaviours necessary to achieve the organisational objectives. They may include               <ul style="list-style-type: none"> <li>○ flexibility</li> <li>○ adaptability to change</li> <li>○ accessibility</li> <li>○ self analysis</li> <li>○ decisiveness</li> <li>○ personal performance appraisal</li> </ul> </li> </ul>         |
| <b>Professional competence</b>   | means <ul style="list-style-type: none"> <li>• the acquisition and demonstration of the range of knowledge and skills necessary to deliver optimum results for that part of the organisation for which the person is accountable</li> </ul>  |
| <b>Incidents</b>   | may include <ul style="list-style-type: none"> <li>• product failure</li> <li>• emergency response</li> <li>• workplace accident</li> <li>• environmental event, eg, emissions, noise, etc</li> </ul>  |
| <b>Risk management</b>   | means <ul style="list-style-type: none"> <li>• the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur</li> </ul>  |



|  |   |
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| <b>Accountabilities and responsibilities</b> | <p>means</p> <ul style="list-style-type: none"> <li>• clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing</li> </ul>   |
| <b>Positive work environment</b>             | <p>means</p> <ul style="list-style-type: none"> <li>• an environment where employees identify with the organisation and its purpose and where communication is free-flowing, decisions are transparent and conflict is positive and constructive</li> </ul>   |
| <b>The sport and recreation industry</b>     | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge which covers the demonstration of leadership behaviour and personal and professional competency necessary to manage at a senior level</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate evidence of effective communication skills and an ability to win commitment to the organisation and its activities must be produced</li> <li>○ demonstrate the extent to which personal and professional competence is demonstrated, will require input from a wide range of sources providing evidence in respect to a broad range of activities and situations</li> <li>○ demonstrate the organisation must have a clear definition of the personal competence requirements of their managers</li> <li>○ Occupational Health and Safety considerations may include                 <ul style="list-style-type: none"> <li>▪ establish and maintain framework for Occupational Health and Safety system</li> <li>▪ leadership in Occupational Health and Safety practice as ethical standards, legislative requirements and good corporate governance</li> <li>▪ support for, and use of, participative arrangements</li> </ul> </li> </ul> </li> </ul> |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Organisation mission, purpose and values</li> <li>○ Organisation objectives, plans and strategies</li> <li>○ Leadership styles</li> <li>○ Strategic planning methodologies</li> <li>○ Data collection methods</li> <li>○ Inventory management systems including material resource planning systems</li> <li>○ Value chain concepts</li> <li>○ External environment scanning relating to social, political, economic and technological developments</li> <li>○ Core competency concepts</li> <li>○ Concept of sustainable competitive advantage</li> <li>○ Consultative processes and methods</li> <li>○ Organisational change processes</li> </ul> </li> </ul>   |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>○ Organisational design principles</li> <li>○ Legislation, codes and by-laws relevant to the organisation's operations</li> <li>• Required skills <ul style="list-style-type: none"> <li>○ Networking skills to ensure support from key groups and individuals for concepts/ideas/products/services</li> <li>○ Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input</li> <li>○ Risk management skills to analyse, identify and develop mitigation strategies for identified risks</li> <li>○ Situational analysis skills to direct, motivate, consult and/or delegate with the leadership behaviour appropriate to the competence and confidence of the team/individual involved and the circumstances of the situation</li> <li>○ Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul> </li> </ul> |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> <li>○ appropriate documentation and resources normally used in the workplace</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• 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 Statements</li> <li>• Assessment must take account of the endorsed assessment guidelines</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>• Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework level. Refer to the Key Competency Levels at the end of this unit</li> </ul>  |

| KEY COMPETENCIES   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3  | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> - To ensure that individuals and teams across the organisation are well informed</li> <li>• <b>Communicating ideas and information</b> - To ensure that commitment is gained towards the organisation's objectives/direction</li> <li>• <b>Planning and organising activities</b> - To provide the necessary support to team members</li> <li>• <b>Working with teams and others</b> - To develop innovative approaches to achieving organisational objectives</li> <li>• <b>Using mathematical ideas and techniques</b> - To assist in the calculation of organisation targets, objectives and performance criteria</li> <li>• <b>Solving problems</b> - To achieve business outcomes and assist teams</li> <li>• <b>Using technology</b> - To manage personal time and communicate with relevant groups and individuals</li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



# **TRAINING AND ASSESSMENT**



|                   |   |           |
|-------------------|---|-----------|
| <b>TAAASS301A</b> | <b>Contribute to assessment.....</b>  | <b>1</b>  |
| <b>TAAASS401A</b> | <b>Plan and organise assessment.....</b>  | <b>18</b> |
| <b>TAAASS402A</b> | <b>Assess competence .....</b>  | <b>37</b> |
| <b>TAADEL301A</b> | <b>Provide training through instruction and demonstration of work skills.....</b> | <b>81</b> |





**TAAASS301A****Contribute to assessment****Unit Descriptor**

This unit specifies the competence required to contribute to the assessment process.

**Application of the Unit**

This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidate's demonstration of competence. It involves the collection, examination, documentation and presentation of quality evidence which contributes to the assessment decision against the relevant competency standard.

This competency is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor, as defined by the Australian Quality Training Framework (AQTF) and the assessor requirements of the relevant Training Package.
- the qualified assessor provides guidance and supervision.

Achievement of this unit requires competency in observation skills, effective communication and interpersonal skills and applied knowledge of the principles of assessment and the rules of evidence.

The competency specified in this unit is typically required by an individual who may have technical/vocational expertise and/or may have a supervisory or mentoring/coaching work role, and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

It may have application in a range of circumstances including:

- where the organisation uses a team assessment approach
- in rural/remote areas where access to qualified assessors may be limited (and where assessor guidance can be provided by technology)
- as part of the assessment arrangements for collecting evidence over a period of time and in a range of contexts.

**Competency Field**

Assessment

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>Elements define the critical outcomes of a unit of competency.</b> | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.   |
| 1. Clarify role and responsibilities in the assessment process        | <p>1.1 <i>Purpose of assessment</i> is discussed and confirmed with <i>relevant people</i> using appropriate <i>communications</i> and <i>interpersonal skills</i></p> <p>1.2 <i>Benchmark/s for assessment</i> are discussed and confirmed with qualified assessor</p> <p>1.3 The <i>assessment plan</i> is accessed, read and clarified with qualified assessor</p> <p>1.4 Specific responsibilities in gathering <i>evidence</i> and <i>types of evidence</i> to be gathered are discussed and agreed with qualified assessor</p>  |
| 2. Confirm organisational arrangements for evidence gathering         | <p>2.1 Nominated <i>assessment methods</i> and <i>assessment tools</i> to be used in collecting evidence are clarified with the qualified assessor to ensure the instruments to collect evidence and the procedures to be followed are clear</p> <p>2.2 The <i>assessment context</i> including <i>candidate's characteristics</i> and any need for <i>reasonable adjustments</i> are discussed and confirmed with relevant people</p> <p>2.3 <i>Resource requirements</i> are confirmed and arranged in consultation with relevant people</p> <p>2.4 Documentation setting out relevant assessment system policies and procedures, legal/ organisational/ethical requirements and any other relevant advice on assessment is accessed and confirmed with relevant people</p> |
| 3. Collect evidence in accordance with the assessment plan            | <p>3.1 The assessment process is explained to the candidate, including the different responsibilities of the parties involved, and any candidate issues/concerns are referred to the qualified assessor prior to undertaking assessment activities</p> <p>3.2 Assessment tools are used to gather quality evidence using appropriate communication and interpersonal skills with the candidate and other relevant people</p> <p>3.3 Evidence is collected within available time and resources, in accordance with organisational/ legal/ethical requirements</p>  |

| ELEMENT                       | PERFORMANCE CRITERIA  |
|-------------------------------|---|
|                               | <p>3.4 Evidence gathering assessment activities are reviewed against the <i>principles of assessment</i> and collected evidence is examined to determine whether it meets the <i>rules of evidence</i></p> <p>3.5 <i>Limitations and issues</i> in collecting quality evidence are identified and assistance is sought from qualified assessor/s, where required</p>  |
| 4. Record and report findings | <p>4.1 Evidence is documented and recorded in accordance with assessment system policies and procedures</p> <p>4.2 Evidence is organised in a format suitable for analysis and provided to the qualified assessor in accordance with assessment system policies and procedures</p> <p>4.3 Feedback is actively sought from the qualified assessor on whether the evidence gathering activities meet the principles of assessment and the collected evidence meets the rules of evidence</p> <p>4.4 Areas for improvement in collecting evidence are documented for future assessment activities</p> |

## RANGE STATEMENT

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

***Assessment process is:***

- the series of steps in the assessment cycle

***Purpose of assessment may be:***

- recognise current existing competency of candidate/s
- determine if competency has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of candidates/s
- certify competence through a Statement of Attainment
- establish progress towards a qualification
- determine training gaps of candidate/s
- measure work performance
- classify employees/support career progression
- meet organisational requirements for work – operate equipment/develop new skills
- licensing or regulatory requirements

***Relevant people must include:***

- qualified assessor/s
- candidate/s

***Relevant people may include:***

- managers
- supervisors
- technical/subject experts
- training coordinators
- industry regulators
- employee and employer representatives

**RANGE STATEMENT**

***Appropriate communication and interpersonal skills may include:***

- engaging in two-way interaction
- providing constructive feedback
- using active listening
- using appropriate questioning to clarify and confirm instructions for evidence gathering
- accurately interpreting non-verbal and verbal messages
- providing clear advice
- using language that the candidate uses and which is appropriate to the assessment context and work encompassed by the competency standards
- using language and concepts appropriate to cultural and background of the candidate

***Benchmark/s for assessment refers to:***

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

***An assessment plan is the overall planning document for the assessment process, may include:***

- the purpose and aims of the assessment
- the context of assessment
- relevant benchmark/s for assessment to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment

## RANGE STATEMENT

- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

### **Evidence is:**

- information/materials/products which support a candidate's claim of demonstrated competency

### **Types of evidence may be:**

- direct e.g. observation of work activities under real/simulated work conditions, examples of work products
- indirect, e.g. third party reports from a range of sources
- supplementary e.g. question and answer, work records, training records, portfolios
- candidate gathered evidence
- assessor gathered evidence
- current/recent/historical
- combination of above

### **Assessment methods are the particular techniques used to gather different types of evidence and may include:**

- conducting real work/real time activities (for example, direct observation and third party reports)
- carrying out structured activities (for example, simulation exercises, demonstration and activity sheets)
- questioning (for example, computer, oral and written questions)
- collecting portfolios/evidence compiled by the candidate
- obtaining historical evidence regarding prior learning

**RANGE STATEMENT****Assessment tools contain:**

- the instruments to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
  - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment condition

**Assessment context may include:**

- the environment in which the assessment will be carried out
- opportunities for collecting evidence in a number of situations
- the purpose of the assessment
- who carries out the assessment
- relationship between units of competency and candidate's workplace
- auspicing and partnership arrangements
- period of time that assessment takes place
- apportionment of costs/fees
- quality assurance mechanisms
- privacy and confidentiality approaches

**Candidate's characteristics may include:**

- level of work experience
- level and experiences of previous learning and assessment
- motivation for assessment – personal and/or organisational
- English language, literacy and/or numeracy levels/needs



**RANGE STATEMENT**

- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
- differences in learning progress
- religious and spiritual observances
- cultural background images/perceptions
- age
- gender

***Reasonable adjustments may include:***

- taking into account candidate's language, literacy, numeracy requirements
- providing of personal support services (for example: reader, interpreter, attendant carer, scribe)
- using of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials (for example, in braille, first language, use of audiotape/videotape)
- making adjustments to the physical environment
- revising of proposed assessment methods/tools
- considering age and gender
- considering cultural beliefs, traditional practices and religious observances
- arranging for a member of the community to accompany the candidate

***Resource requirements may include:***

- resources specific to evidence gathering activities
- access to assessors
- access to policy and procedures
- access to subject/technical experts
- OHS requirements
- plant, equipment, technology

**RANGE STATEMENT*****Assessment system policies and procedures may include:***

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors – needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

***Legal/organisational/ethical requirements may include:***

- assessment system polices and procedures
- assessment strategy requirements
- quality assurance systems
- reporting, recording and retrieval systems for assessment
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements

## RANGE STATEMENT

- Australian Quality Training Framework (AQTF) standards on assessment
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements
- OHS considerations, including:
  - ensuring OHS requirements are adhered to during the assessment process
  - identifying and reporting OHS hazards and concerns to relevant personnel

***Relevant advice on assessment may include:***

- guidance on the principles of assessment and how they are applied
- information on the rules of evidence and how these are applied
- assessment materials (for example, guidelines and evidence gathering workbooks)
- information from Training Package Assessment Guidelines
- AQTF standards relating to assessment
- OHS standards/guidelines
- advice/information from other assessors
- course guidelines and parameters
- candidate self-assessments
- individual unit or integrated approaches to competency assessment

***Principles of assessment are:***

- validity
- reliability
- flexibility
- fairness

## RANGE STATEMENT

To meet the *rules of evidence*, evidence must be:

- valid, for example:
  - address the elements and Performance Criteria
  - reflect the skills and knowledge described in the relevant units of competency
  - show application in the context described in the Range Statement
  - demonstrate that performance, skills and knowledge are applied in real/simulated workplace situations
- current, for example:
  - demonstrate the candidate's current skills and knowledge
  - comply with current standards
- sufficient, for example:
  - demonstrate competence over a period of time
  - demonstrate repeatable competence
  - not inflate the language, literacy and numeracy requirements beyond those required in performing the work task/function
- authentic, for example:
  - be the work of the candidate
  - be corroborated/verified

*Limitations and issues* may relate to:

- relationship between main job and responsibilities in evidence gathering activities
- ability to meet the candidate's needs
- access to candidate and/or relevant people
- levels of understanding of organisation's quality processes
- own level of vocational competence
- own understanding of competency-based assessment
- need to meet legal responsibilities
- risk management and OHS issues which impact on the capacity to collect evidence

## RANGE STATEMENT

- confirmation of relevant unpaid or volunteer experience
- examples of work products
- simulation activities
- projects/assignments

## EVIDENCE GUIDE

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

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

### Overview of Assessment

To demonstrate competence against this unit, candidates must be able to provide evidence that they have gathered appropriate and relevant assessment evidence using a variety of assessment methods and employing existing assessment tools in accordance with an assessment plan.

This evidence must show the methods used to collect evidence; completed evidence gathering tools; how evidence was collated in a suitable format for assessment; how the selected tools were used to collect evidence; and how organisational procedures regarding evidence collection, recording and reporting were followed.

### Evidence Requirements

#### Required knowledge includes:

- what is competency-based assessment, including criterion referenced, competency standards as the benchmarks for assessment, competency-based reporting
- the principles of assessment, being validity, reliability, fairness and flexibility
- the rules of quality evidence, in that evidence must be valid, authentic, sufficient and current
- the different purposes of assessment
- the diversity of assessment contexts

**EVIDENCE GUIDE**

- what is evidence and different types of evidence
- how evidence is gathered – what are assessment methods and different types of methods
- what is an assessment tool
- what is an assessment plan
- practical knowledge of the potential barriers and processes relating to evidence gathering procedures and assessment processes
- the organisational assessment system policies and procedures relevant to this unit of competency
- technical/subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - licensing requirements
  - recording information and confidentiality requirements
  - equal employment opportunity, disability, discrimination
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
  - hazard identification and risk control measures
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use of relevant equipment
  - sources of OHS information
  - role of key workplace personnel
  - responsibilities of learners and employees

**EVIDENCE GUIDE****Required skills and attributes include:**

- observation skills to:
  - observe candidate performance
- cognitive and interpretation skills to:
  - ensure collection of valid and reliable evidence
  - identify gaps/issues in evidence collection
  - confirm appropriate assessment tools and methods to be used
- organisation skills to:
  - use required resources
  - carry out the evidence collection
- time management skills to:
  - schedule assessment events/activities
  - work with candidate on suitable times
- using assessment methods and tools
- literacy skills to:
  - read and interpret relevant information
  - prepare required documentation and collate evidence in required format
- communication skills to:
  - discuss evidence gathering processes with practitioners
  - discuss evidence gathering processes with candidate/s
  - establish a working relationship with assessor and candidate/s
  - provide constructive and supportive feedback
  - ask appropriate questions to clarify and confirm instructions for evidence gathering
  - provide clear and concrete options and/or advice
- attributes including:
  - willingness to contribute positively to the assessment process
  - capacity to encourage, accept and use feedback
  - capacity to work sensitively and ethically when gathering information

## EVIDENCE GUIDE

### Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering indicates the degree of difficulty in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

#### Communicating ideas and information (2)

- confirming assessment processes and evidence requirements with assessors
- providing and receiving feedback
- listening and translating feedback into evidence gathering practices

#### Collecting, analysing and organising information (2)

- locating relevant assessment plan and other information to assist interpreting evidence requirements
- using established processes to source and collate evidence
- recording evidence collected

#### Planning and organising activities (1)

- developing a plan and timetable for collecting evidence

#### Working in a team (2)

- collaborating with assessors, supervisors and other relevant personnel to obtain advice and receive feedback on the assessment support role

#### Using mathematical ideas and techniques (1)

- identifying and confirming resource requirements

#### Solving problems (2)

- adapting evidence gathering activities to suit the assessment context and available resources
- maintaining effective relationships with candidates and assessors
- identifying issues/limitations and seeking advice from relevant people

#### Using technology (1)

- collating and formatting evidence gathered in a suitable format
- following reporting procedures



**EVIDENCE GUIDE****Products that could be used as evidence include:**

- completed assessment tools/templates/checklists
- documentation/records of the evidence gathered
- feedback from the candidate, qualified assessor, supervisor

**Processes that could be used as evidence include:**

- how benchmarks and other documents were interpreted, and why
- how evidence gathering activities were scheduled
- how the rules of evidence were used to collect and review evidence, and why

**Resource implications for assessment include:**

- access to qualified assessor
- access to candidates for assessment purposes
- access to supervisor or other relevant people
- access to benchmarks and other assessment documentation
- assessment materials and tools
- workplace documentation
- support for candidate's specific requirements
- time considerations

## EVIDENCE GUIDE

### The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

### Specific evidence requirements must include:

- a minimum of three evidence gathering activities, carried out with different candidate/s in each activity
- the examination of gathered evidence in complying with the rules of evidence
- a summary of evidence findings using business technology
- feedback sought from others involved in the assessment process

### Integrated assessment means that:

- this unit can be assessed alone or with TAADEL301A Provide training through instruction and demonstration of work skills.

## TAAASS401A

## Plan and organise assessment

## Unit Descriptor

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system

## Application of the Unit

This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It is applicable in both a learning and assessment pathway and an assessment only pathway.

The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.

This competence applies to planning and organising an assessment process which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency in a process that includes a number of assessment events or activities over time.

The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.

This competence may be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s against individual unit/s of competency.

The competence of developing an assessment strategy is separately addressed in two other units of the TAA04 Training and Assessment Training Package: *TAADES501A Design and develop learning strategies* (in a learning and assessment pathway) and *TAAASS501A Lead and co-ordinate assessment systems and services* (in an assessment only pathway).

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). *TAADES401A Use Training Packages to meet client needs* addresses this skill in depth.

The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment.

## Competency Field

Assessment

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>Elements define the critical outcomes of a unit of competency.</b> | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.   |
| <b>1. Determine focus of assessment</b>                               | <p>1.1 Candidate/s are identified/confirmed and the <i>purpose/s</i> and <i>context of assessment</i> are established/ confirmed with <i>relevant people</i> in accordance with <i>legal/organisational/ethical requirements</i></p> <p>1.2 The <i>assessment strategy</i> is accessed and used to guide the development of the assessment plan, where applicable</p> <p>1.3 The <i>benchmarks for assessment</i> are identified/confirmed and accessed</p>   |
| <b>2. Prepare the assessment plan</b>                                 | <p>2.1 The assessment benchmarks are interpreted to determine the <i>evidence</i> and <i>types of evidence</i> needed to demonstrate competency in accordance with the <i>rules of evidence</i></p> <p>2.2 Where competency standards are used as benchmarks, <i>all component parts of the competency standards</i>, are addressed in defining and documenting the evidence to be collected</p> <p>2.3 Any <i>related documentation</i> to support planning the assessment process is accessed and interpreted</p> <p>2.4 <i>Assessment methods</i> and <i>assessment tools</i> are <i>selected/confirmed</i> which address the evidence to be collected in accordance with the <i>principles of assessment</i></p> <p>2.5 Specific <i>material and physical resources</i> required to collect evidence are identified and documented</p> <p>2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented</p> <p>2.7 Timelines and time periods for evidence collection are determined and all information to be included in the <i>assessment plan</i> is documented</p> <p>2.8 The assessment plan is confirmed with <i>relevant personnel</i></p> |
| <b>3. Contextualise and review assessment plan</b>                    | <p>3.1 <i>Characteristics of the candidate/s</i> and any allowances for <i>reasonable adjustments and/or specific needs</i> are identified/clarified with relevant people and documented</p> <p>3.2 Where required, competency standards are <i>contextualised</i>, to reflect the operating environment in which assessment will occur, in accordance with <i>contextualisation guidelines</i></p> <p>3.3 Selected assessment methods and assessment tools are</p>   |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
|   | <p>examined and adjusted, where required, to ensure continuing applicability taking into account:</p> <ul style="list-style-type: none"> <li>• any contextualisation of competency standards</li> <li>• reasonable adjustment/s, where identified</li> <li>• integration of assessment activities, where appropriate and practical</li> <li>• capacity to support application for <i>recognition of current competence</i></li> </ul> <p>3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed</p> <p>3.5 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment</p> <p>3.6 Assessment plan/s are stored and retrieved in accordance with <i>assessment system policies and procedures</i> and legal/organisational/ethical requirements</p> |
| <p>4. <b>Organise assessment arrangements</b></p> | <p>4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements</p> <p>4.2 <i>Any specialist support</i> required for assessment is organised and arranged in accordance with organisational/ethical/legal requirements, where required</p> <p>4.3 Roles and responsibilities of all people involved in the assessment process are organised</p> <p>4.4 Effective <i>communication strategies</i> are established to encourage regular communication flow and feedback with relevant people involved in the assessment process</p> <p>4.5 Assessment record keeping and reporting arrangements are confirmed</p>   |

## RANGE STATEMENT

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

**Purpose/s of assessment may include:**

- recognise current existing competence of candidate/s
- determine if competence has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of

**RANGE STATEMENT**

candidates/s

- certify competence through a Statement of Attainment
- establish progress towards a qualification
- determine training gaps of candidate/s
- measure work performance
- classify employees/support career progression
- meet organisational requirements for work – operate equipment/develop new skills
- licensing or regulatory requirements

**Context of assessment may include:**

- the environment in which the assessment will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- who carries out the assessment
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities
- auspicing and partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment

**Relevant people must include:**

- the candidate/s
- the assessor/s responsible for conducting the assessment/s, which may be self or other assessors

**Relevant people may include:**

- the client, company or organisation
- team leaders, managers, supervisors
- delivery personnel
- technical/subject experts
- training and assessment coordinators
- industry regulators
- employee and employer representatives
- members of professional associations
- Commonwealth department official/Centrelink personnel/caseworker
- New Apprenticeship Centre (NAC) personnel

## RANGE STATEMENT

***Legal/organisational/ethical requirements may include:***

- assessment system policies and procedures
- assessment strategy requirement
- reporting, recording and retrieval systems for assessment
- quality assurance systems
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF) standards on assessment
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements
- OHS considerations, including:
  - ensuring OHS requirements are adhered to during the assessment process
  - identifying and reporting OHS hazards and concerns to relevant personnel

**The *assessment strategy* is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document. The assessment strategy may encompass:**

- the identification of the competency standards forming the qualification and
- interpretation of the packaging rules of the qualification, where part of a Training Package
- interpretation of the competency standards as the benchmarks for assessment
- application of Training Package Assessment Guidelines, where part of a Training Package
- arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organisational arrangements for assessment, including physical and human resources, roles and responsibilities

**RANGE STATEMENT**

- and partnership arrangements (where relevant)
  - nominated quality assurance mechanisms
  - identified risk management strategies
- Benchmark/s for assessment refers to:**
- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
- Evidence is:**
- material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement
- Types of evidence may include:**
- direct, e.g. observation of work activities under real/simulated work conditions, examples of work products
  - indirect, e.g. third party reports from a range of sources
  - supplementary, e.g. question and answer, work records, training records, portfolios
  - candidate gathered evidence
  - assessor gathered evidence
  - current/recent/historical
  - combination of above
- The rules of evidence guide the evidence collection process to ensure evidence is:**
- valid, for example:
    - address the elements and Performance Criteria
    - reflect the skills and knowledge described in the relevant unit/s of competency
    - show application in the context described in the Range Statement
    - demonstrate performance skills and knowledge are applied in real/simulated workplace situations
  - current, for example:
    - demonstrate the candidate's current skills and knowledge
    - comply with current standards
  - sufficient, for example:
    - demonstrate competence over a period of time
    - demonstrate repeatable competence
    - not inflate the language, literacy and numeracy requirements beyond those required in performing the work task
  - authentic, for example:
    - be the work of the candidate



**RANGE STATEMENT**

- be corroborated/verified

***All component parts of the competency standards refers to:***

- Elements
- Performance Criteria
- Range Statement including advice on :
  - range of contexts/conditions to be met in assessment
  - aspects of the Performance Criteria that can be contextualised
  - information which adds definition to support assessment
  - links to knowledge and skills
  - underpinning language, literacy and numeracy requirements
- Evidence Guide requirements, including:
  - underpinning/required knowledge
  - underpinning/required skills and attributes
  - underpinning language, literacy and numeracy requirements
  - Key Competencies/generic skills
  - critical aspects of evidence to be considered/quality evidence requirements
  - concurrent assessment and interdependence of units
  - assessment methods/resources/context
- dimensions of competency, which include:
  - task skills
  - task management skills
  - contingency management skills
  - job role/environment skills

## RANGE STATEMENT

***Related documentation may include:***

- requirements set out in the Assessment Guidelines of the relevant Training Package/s
- information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods
- assessment activities identified in accredited modules derived from the relevant competency standards
- assessment activities in Support Materials related to the relevant competency standards
- any requirements of OHS, legislation, codes of practice, standards and guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

***Assessment methods are the particular techniques used to gather different types of evidence and may include:***

- direct observation, for example:
  - real work/real time activities at the workplace
  - work activities in a simulated workplace environment
- structured assessment activities, for example:
  - simulation exercises/role-plays
  - projects
  - assignments
  - presentations
  - activity sheets
- questioning, for example:
  - written questions, e.g. on a computer
  - interviews
  - self-assessment
  - verbal questioning questionnaires
  - oral/written examinations (for higher AQF levels)

## RANGE STATEMENT

- portfolios, for example:
  - collections of work samples by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
- review of products, for example:
  - products as a result of a project
  - work samples/products
- third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peers

### **Assessment tools contain:**

- the instruments developed from the selected assessment methods to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
  - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

### **Selected/confirmed means:**

- selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context
- confirmed in accordance with the assessment strategy, where appropriate

### **Principles of assessment are:**

- validity
- reliability
- flexibility
- fairness

### **Material and physical resources may include:**

- documents required for the assessors and candidates, including competency standards and assessment tools
- plant and equipment
- technology

**RANGE STATEMENT**

- personal protective equipment
- venues for assessment
- adaptive technologies
- physical adjustments to assessment environment

***Assessment plan* is the overall planning document for the assessment process and may include:**

- the purpose and aims of the assessment
- the context of assessment
- relevant competency standards to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

***Relevant personnel* may include:**

- self in such contexts as one-person/small training and/or assessment organisation
- lead assessor
- training and/or assessment supervisor/coordinator
- training and/or assessment manager

***Characteristics of the candidate/s* may include:**

- level of work experience
- level and experiences of previous learning and assessment
- motivation for assessment – personal/organisational
- English language, literacy and/or numeracy levels/needs
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes,

**RANGE STATEMENT**

asthma that is not obvious but may impact on assessment

- differences in learning progress
- psychiatric or psychological disability
- religious and spiritual observances
- cultural background images/perceptions
- age
- gender

**Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:**

- adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in braille, first language, use of audiotape/videotape
- adjustments to the physical environment or venue
- revising proposed assessment methods/tools
- considerations relating to age and/or gender,
- considerations relating to cultural beliefs, traditional practices, religious observances

**Contextualised means:**

- to change the wording of some component parts of the competency standard to reflect the immediate operating environment

**Contextualisation guidelines relate to:**

- ANTA Guidelines on Training Package Contextualisation
- relevant Training Package contextualisation guidelines

**Recognition of current competence is defined as:**

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

**Assessment system policies and procedures may include:**

- candidate selection
- rationale and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements

**RANGE STATEMENT**

- assessors – needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

***Specialist support may include:***

- assistance by third party – carer, interpreter
- development of online assessment activities
- support for remote or isolated candidates and/or assessors
- support from subject matter or safety experts
- advice from regulatory authorities
- assessment teams/panels
- support from lead assessors
- advice from policy development experts

***Communication strategies may include:***

- interviews (face-to-face or telephone)
- email, memos and correspondence
- meetings
- video conferencing/e-based learning
- focus groups

## EVIDENCE GUIDE

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

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

### Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements.

### Evidence Requirements

#### Required knowledge includes:

- competency-based assessment: work focused, criterion referenced, standards-based, evidence-based
- the different purposes of assessment and different assessment contexts
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- the four principles of assessment and how they guide the assessment process
- what is evidence and different types of evidence
- the four rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities
- different resource requirements for assessment and associated costs

**EVIDENCE GUIDE**

- where to source other relevant assessment information and how to incorporate this into the plan
- the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards
- sources and types of specialist support to candidates
- methodologies suitable for reviewing assessment tools
- the assessment system policies and procedures established by the industry and/or organisation
- risks and requirements associated with different assessment applications in various contexts, including:
  - capacities of assessors at higher AQF levels
  - when linked to licensing
  - legal implications of assessing competence
- the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards
- other relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - licensing requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements



**EVIDENCE GUIDE**

- OHS responsibilities associated with planning and organising assessment, such as:
  - hazards commonly found, and preferred risk controls for the specific assessment environment
  - OHS procedures to be observed in the assessment process
  - safe use and maintenance of relevant equipment
  - sources of OHS information

**Required skills and attributes include:**

- cognitive interpretation skills to:
  - accurately interpret competency standards and other assessment documentation
  - identify opportunities for integrated competency assessment
  - contextualise competency standards to the operating assessment environment
  - sort information
- observation skills to:
  - assess the effectiveness of the organisation's assessment operations
  - identify where improvement to the assessment process can be made
- technology skills to:
  - use appropriate equipment and software to communicate effectively with others

**EVIDENCE GUIDE**

- research and evaluation skills to:
  - obtain competency standards and other assessment information, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - identify and confirm required material and physical resources
  - evaluate feedback, and determine and implement improvements to processes
  - make recommendations
  
- planning skills relating to formulation of the assessment plan
  
- organisational skills relating to organising resources required
  
- literacy skills to:
  - read and interpret relevant information to design and facilitate assessment and recognition processes
  - prepare required documentation and information for those involved in assessment processes
  
- communication skills to:
  - discuss assessment processes with clients and assessors
  - establish professional relationships and networks
  
- sensitivity to access and equity considerations and candidate diversity
  
- capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process

## EVIDENCE GUIDE

### Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

|   |  |
|---|--|
| Communicating ideas and information (2)                 | <ul style="list-style-type: none"> <li>• confirming assessment arrangements with key stakeholders</li> <li>• providing and receiving feedback</li> <li>• reporting as per regulatory and organisational requirements</li> </ul>  |
| Collecting, analysing and organising information (2)    | <ul style="list-style-type: none"> <li>• sourcing and locating information</li> <li>• analysing documents and relevant information in developing the assessment plan</li> </ul>  |
| Planning and organising activities (2)                  | <ul style="list-style-type: none"> <li>• developing a plan and timetable for assessment activities</li> </ul>  |
| Working in a team (2)                                   | <ul style="list-style-type: none"> <li>• collaborating with peers, colleagues, supervisors and other relevant personnel to generate ideas, obtain advice and receive feedback about planning the assessment process</li> </ul>   |
| Using mathematical ideas and techniques (2)             | <ul style="list-style-type: none"> <li>• analysing the cost of resources and determining methods to improve cost/time efficiency</li> </ul>  |
| Solving problems (2)                                    | <ul style="list-style-type: none"> <li>• responding to the immediate assessment environment by contextualising, amending, reviewing assessment plan documentation</li> <li>• maintaining effective relationships with key stakeholders</li> </ul>  |
| Using technology (2)                                    | <ul style="list-style-type: none"> <li>• making adjustments to assessment tools</li> <li>• preparing/storing the assessment plan</li> </ul>  |
| <b>Products that could be used as evidence include:</b> | <ul style="list-style-type: none"> <li>• assessment plans</li> <li>• modified/adjusted assessment tools to allow for specific needs</li> <li>• contextualised competency standards</li> <li>• documentation of consultations with clients and other stakeholders regarding the assessment purpose and context</li> </ul> |

## EVIDENCE GUIDE

### Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how resources were identified and obtained
- how communication systems were used to include relevant stakeholders in the planning process
- how assistance was sought from individuals providing specialist support

### Resource implications for assessment include:

- access to relevant Training Package/s
- access to assessment materials and tools
- access to other relevant assessment information
- access to suitable assessment venue/equipment
- workplace documentation
- cost/time considerations
- personnel requirements

### The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

**EVIDENCE GUIDE****Specific evidence requirements must include:**

- evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:
  - address the provision of documented assessment plans
  - cover a range of assessment events
  - cater for a number of candidates
  - relate to different competency standards or accredited curricula
  - address recognition assessment
  - involve the contextualisation of competency standards and the selected assessment tools, where required
  - incorporate consideration of reasonable adjustment strategies
  - include organisational arrangements

**Integrated assessment means that:**

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAAASS402A Assess competence
  - TAAASS403A Develop assessment tools
  - TAAASS404A Participate in assessment validation
  - TAADES401A Use Training Packages to meet client needs.

## TAAASS402A

## Assess competence

## Unit Descriptor

This unit specifies the competence required to assess the competence of a candidate.

## Application of the Unit

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment carried out in an assessment and learning pathway as well as assessment conducted in an assessment only pathway.

The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). *TAADES401A Use Training Packages to meet client needs* addresses this skill in depth.

This unit does not address the development of an assessment plan or organisation of required resources for assessment, which is addressed in *TAAASS401A Plan and organise assessment*.

The competence specified in this unit is typically required by assessors.

## Competency Field

Assessment

## ELEMENT

## PERFORMANCE CRITERIA

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Establish and maintain the assessment environment

- 1.1 The assessment plan is interpreted and assessment system policies and procedures and organisational/legal/ethical requirements for conducting assessment are confirmed with relevant people
- 1.2 The relevant *benchmarks for assessment* and nominated *assessment tools* are accessed and interpreted to confirm the evidence to be collected and how it is to be collected
- 1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, *reasonable adjustment*, re-assessment and appeals

| ELEMENT                    | PERFORMANCE CRITERIA   |
|----------------------------|--|
|                            | 1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant  |
| 2. Gather quality evidence | <p>2.1 The assessment plan is followed to guide the conduct of assessment and <i>assessment methods</i> and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence</p> <p>2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence</p> <p>2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel</p> <p>2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required</p> <p>2.5 Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed</p>  |
| 3. Support the candidate   | <p>3.1 Candidates are <i>guided</i> in gathering their own evidence to support <i>recognition of current competence</i></p> <p>3.2 Appropriate <i>communication</i> and <i>interpersonal skills</i> are used to develop a professional relationship with the candidate which reflects sensitivity to <i>individual differences</i> and enables <i>two-way feedback</i></p> <p>3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics</p> <p>3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence</p> <p>3.5 <i>Specialist support</i> is accessed, where required, in accordance with the assessment plan</p> <p>3.6 Any occupational health and safety (OHS) risk to person or equipment is <i>addressed</i> immediately</p> |

| ELEMENT                                      | PERFORMANCE CRITERIA   |
|--|--|
| 4. Make the assessment decision              | <p>4.1 <i>Limitations</i> in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people</p> <p>4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:</p> <ul style="list-style-type: none"> <li>• encompasses <i>all component parts of the competency standards</i> and the dimensions of competency (where competency standards are the benchmarks for assessment)</li> <li>• addresses other related documentation</li> <li>• complies with the rules of evidence</li> </ul> <p>4.3 <i>Judgement</i> is used to infer whether competence has been demonstrated, based on the available evidence</p> <p>4.4 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision</p> <p>4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up <i>action plan</i> is developed, where required</p> |
| 5. Record and report the assessment decision | <p>5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements</p> <p>5.2 An <i>assessment report</i> is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements</p> <p>5.3 <i>Recommendations</i> for follow up action are submitted to relevant people, where required</p> <p>5.4 <i>Other relevant parties</i> are informed of the assessment decision where required, and in accordance with confidentiality conventions</p>  |
| 6. Review the assessment process             | <p>6.1 The assessment process is reviewed against <i>criteria in consultation</i> with relevant people to improve and modify future assessment practice</p>  |



| ELEMENT | PERFORMANCE CRITERIA  |
|---------|---|
|         | <p>6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/ legal/ethical requirements</p> <p>6.3 Reflection skills are used to review and self-evaluate assessment practice</p> |

## RANGE STATEMENT

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

**An *assessment plan* is the overall planning document for the assessment process and may include:**

- the purpose and aims of the assessment
- the context of assessment
- identified personnel
- relevant competency standards and other assessment documentation
- evidence plan
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material/physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

**RANGE STATEMENT**

***Assessment system policies and procedures may include:***

- candidate selection
- rationale and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors – needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

**RANGE STATEMENT**

***Organisational/legal/ethical requirements may include:***

- assessment system policies and procedures
- reporting, recording and retrieval systems for assessment
- licensing/legal ramifications of assessing competence
- requirements of training and/or assessment organisations relating to assessment and validation
- quality assurance systems
- business and performance plans
- collaborative/partnership arrangements
- policies, procedures and programs
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessments
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements of information relating to completed assessments
- OHS considerations, including:
  - ensuring OHS requirements are adhered to during the assessment process
  - identifying and reporting OHS hazards and concerns to relevant personnel

## RANGE STATEMENT

**Relevant people may include:**

- the candidate/s
- other assessors
- the client, company or organisation
- team leaders, managers, supervisors
- trainers/facilitators
- technical/subject experts
- training and assessment coordinators
- industry regulators
- employee and employer representatives
- members of professional associations
- Commonwealth department official/Centrelink staff/caseworker
- New Apprenticeship Centre (NAC) personnel

**Benchmark/s for assessment refers to:**

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

**Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:**

- the instruments to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
  - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

## RANGE STATEMENT

***Reasonable adjustment must not compromise the integrity of the competency standard and may include:***

- adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in Braille, first language, use of audiotape/videotape
- adjustments to the physical environment or venue
- revising proposed assessment methods/tools
- considerations relating to age and/or gender,
- considerations relating to cultural beliefs, traditional practices, religious observances

***Assessment methods are the particular techniques used to gather different types of evidence and may include:***

- direct observation, for example:
  - real work/real time activities at the workplace
  - work activities in a simulated workplace environment
- structured activities, for example:
  - simulation exercises/role-plays
  - projects
  - presentations
  - activity sheets
- questioning, for example:
  - written questions, e.g. on a computer
  - interviews
  - self-assessment
  - verbal questioning
  - questionnaires
  - oral/written examinations (for higher AQF levels)

## RANGE STATEMENT

- portfolios, for example:
  - collections of work samples by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
- review of products, for example:
  - products as a result of a project
  - work samples/products
- third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peer

***Principles of assessment guide the assessment process and must address:***

- validity
- reliability
- flexibility
- fairness

***Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:***

- valid
- sufficient
- authentic
- current

## RANGE STATEMENT

**Quality evidence addresses the rules of evidence and must:**

- encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
- reflect the skills, knowledge and attributes defined in the relevant units of competency
- show application of the skills in the context described in the Range Statement
- demonstrate competence over a period of time
- demonstrate repeatable competence
- be the work of the candidate
- be able to be verified
- demonstrate current skills/knowledge of the candidate
- not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

**Guided means to explain to the candidate:**

- what is recognition-based assessment
- what are assessment tools
- how to use these tools
- the rules of evidence that must be met by the evidence they provide

**Recognition of current competence is defined as:**

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

**Communication skills may include:**

- providing constructive and supportive feedback
- using active listening
- using appropriate questioning to clarify and confirm instructions for evidence gathering
- accurately interpreting verbal messages
- assisting candidates to paraphrase advice/instructions to the assessor
- making clear and concrete presentations of options/advice



**RANGE STATEMENT**

- Interpersonal skills may include:***
- accurately interpreting non-verbal messages
  - engaging in two-way interaction
  - using language appropriate to candidate, assessment context and work performance addressed by competency standards
  - using language and concepts appropriate to cultural differences
  - using culturally inclusive and sensitive techniques
- Individual differences may include:***
- English language, literacy and numeracy barriers
  - physical impairment or disability involving hearing, vision, voice, mobility
  - intellectual impairment or disability
  - medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment
  - learning difficulties
  - psychiatric or psychological disability
  - religious and spiritual observances
  - cultural images/perceptions
  - age
  - gender
- Feedback may include:***
- ensuring assessment process is understood
  - ensuring candidate concerns are addressed
  - enabling question and answer
  - confirming outcomes
  - identifying further evidence to be provided
  - discussing action plans
  - confirming gap training needed
  - information regarding available appeal processes
  - suggesting improvements in evidence gathering and presentation

**RANGE STATEMENT*****Specialist support may include:***

- assistance by third party – carer, interpreter
- support from specialist educator
- development of online assessment activities
- support for remote or isolated candidates and/or assessors
- support from subject matter or safety experts
- advice from regulatory authorities
- assessment teams/panels
- support from lead assessors
- advice from policy development experts

***Addressed may include:***

- stopping the assessment until the OHS risk is rectified
- stopping the assessment until the equipment is fixed or replaced

***Limitations may relate to:***

- job role and responsibilities
- meeting candidate needs
- assessment panels
- training and/or assessment organisation's quality processes
- personal competency level
- organisational, industry and national training requirements
- personal level of knowledge of competency-based assessment
- legal responsibilities

## RANGE STATEMENT

*All component parts of the competency standards refers to:*

- Elements
- Performance Criteria
- Range Statement/range of variables, including:
  - contextualisation
  - link to knowledge and enterprise requirements
  - focus of assessment
  - underpinning language, literacy and numeracy requirements
- Evidence Guide requirements, including:
  - underpinning/required knowledge
  - underpinning/required skills and attributes
  - underpinning language, literacy and numeracy requirements
  - Key Competencies/generic skills
  - critical aspects of evidence to be considered/quality evidence requirements
  - concurrent assessment and interdependence of units
  - assessment methods/resources/context
- dimensions of competency, which include:
  - task skills
  - task management skills
  - contingency management skills
  - job role/environment skills

## RANGE STATEMENT

***Related documentation may include:***

- Assessment Guidelines of the relevant Training Package/s
- the assessment criteria of accredited modules
- evidence to be collected as set out in assessment plans
- definition and interpretation of evidence in developed assessment tools
- any requirements of OHS, legislation, codes of practice, standards, guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for work performance
- product specifications
- integrated competency assessment tool

***Judgement is a two-step process and means:***

- the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
- the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

***An action plan is required when the decision of not yet competent is recorded and may include:***

- gap training, further learning
- additional practice opportunities
- additional assessment opportunities/evidence gathering opportunities
- individual facilitation, where relevant
- referral to specialist support

**RANGE STATEMENT**

**An assessment report may include:**

- personal details of candidate
- details of assessment/s, date, time, venue
- details of assessor's summary of evidence considered and copies of assessment papers
- feedback to and from the candidate
- justification of decision
- summary of candidate's action plan
- other critical information including appeals and outcomes
- sign-off by assessor and candidate
- electronic/paper reports to funding bodies

**Recommendations may include:**

- recommendation to support training and/or assessment in new areas of competency
- recommendations in the action plan
- reassessment
- appeal implications

**Other relevant parties may include:**

- Centrelink personnel
- Department of Immigration and Multicultural Indigenous Affairs (DIMIA)
- parties nominated by the candidate
- parties to be informed because of contractual obligations

**RANGE STATEMENT****Criteria may include:**

- following the assessment plan
- confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS
- providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills
- demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence
- demonstrated support and guidance to the candidate throughout the assessment process
- using assessment methods and tools appropriately to gather, organise and document evidence
- applying reasonable adjustments where required/ appropriate, in consultation with relevant people
- providing clear and constructive feedback to the candidate regarding the assessment decision
- reviewing range of own decisions for consistency

**Consultation may involve:**

- moderation with other assessors, training and assessment coordinators
- discussions with the client, team leaders, managers, supervisors, coaches, mentors
- technical/subject experts
- English language, literacy and numeracy experts

## EVIDENCE GUIDE

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

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

### Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate's needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

### Evidence Requirements

#### Required knowledge includes:

- competency-based assessment covering:
  - vocational education and training as a competency-based system
  - assessment is criterion referenced/distinction to norm referenced assessment
  - criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
  - reporting of competency-based assessment
  - competency standards as the basis of qualifications
  - the principles of competency-based assessment
  - the structure and application of competency standards
- what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
- what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)
- the range of assessment purposes and assessment contexts

**EVIDENCE GUIDE**

- different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs
- what are reasonable adjustments/when are they applicable/not applicable
- basic evaluation methodologies suitable for reviewing personal assessment practice
- types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence
- practical knowledge of the potential barriers and processes relating to assessment tools and methods
- the assessment system and assessment policies and procedures established by the industry, organisation or training authority
- cultural sensitivity and equity considerations
- OHS responsibilities associated with assessing competence such as:
  - requirements for reporting hazards and incidents
  - emergency procedures and procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment
  - sources of OHS information



## EVIDENCE GUIDE

- relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - Training Packages/competency standards
  - licensing requirements
  - industry/workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements

### Required skills and attributes include:

- analysis and interpretation skills to:
  - unpack competency standards
  - interpret assessment tools and other assessment information
  - identify candidate needs
  - make judgements based on assessing available evidence
- observation skills to:
  - determine candidate readiness for assessment
  - observe candidate performance
  - identify when candidate may need assistance throughout the assessment processes

**EVIDENCE GUIDE**

- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - evaluate evidence
  - evaluate the assessment process
  
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
  
- decision making skills to:
  - make a decision on a candidate's competence
  
- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records/reports of assessment outcomes in required format
  
- communications/interpersonal skills to:
  - explain the assessment process to the candidate
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback to the candidate
  - discuss assessment outcome with the candidate
  - using language appropriate to the candidate and assessment environment
  - establish a working relationship with the candidate

## EVIDENCE GUIDE

- attributes including:
  - a willingness to guide and support candidates
  - capacity to encourage, accept and utilise feedback
  - sensitivity to individual difference and need
  - ethical conduct in assessment

### Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how Key Competencies can be applied for this unit.

#### **Communicating ideas and information (2)**

- confirming assessment arrangements with relevant people
- clarifying context and purpose of assessment process
- providing and receiving feedback
- listening to and translating feedback into assessment practice

#### **Collecting, analysing and organising information (2)**

- locating information to interpret evidence requirements
- using assessment tools to source and collate evidence
- analysing documents and relevant information in developing assessment activities

#### **Planning and organising activities (1)**

- following assessment plan and timetable for assessment activities

#### **Working in a team (2)**

- collaborating with peers, colleagues, supervisors and other relevant people to generate ideas, obtain advice and receive feedback through the assessment process

#### **Using mathematical ideas and techniques (1)**

- identifying and confirming resource requirements

#### **Solving problems (2)**

- applying reasonable adjustment to assessment activities to suit candidates with specific needs
- maintaining effective relationships with candidates and other relevant personnel

#### **Using technology (1)**

- recording the assessment decision and following reporting procedures

## EVIDENCE GUIDE

### Products that could be used as evidence include:

- completed assessment tools/templates/checklists
- documentation of evidence collected and assessment decisions
- feedback from candidate/assessor/supervisor
- feedback to candidate with recommendations for future options
- completed assessment records/reports
- reviews of assessment practices and recommended changes to future practices

### Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how the assessment plan was modified to meet candidate needs
- how evidence was collated and evaluated against the rules of evidence

### Resource implications for assessment include:

- access to candidates to be assessed
- access to competency standards
- access to assessment materials and tools
- access to suitable assessment venue/equipment
- workplace documentation
- access to documentation/records of candidate to determine specific requirements
- cost/time considerations
- personnel requirements

**EVIDENCE GUIDE**

**The collection of quality evidence requires that:**

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

## EVIDENCE GUIDE

### Specific evidence requirements must include:

- carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan
- at least one candidate must be assessed through an assessment only pathway
- at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach
- all must show:
  - the application of different assessment methods and tools involving a range of assessment activities and events
  - demonstration of two-way communication and feedback
  - how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported
  - completion of assessment records/reports in accordance with assessment system – legal/organisational ethical requirements
  - how the assessment process was reviewed and the review outcomes documented

### Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAAASS401A Plan and organise assessment
  - TAAASS403A Develop assessment tools
  - TAAASS404A Participate in assessment validation
  - TAADES401A Use Training Packages to meet client needs.



## TAADEL301A Provide training through instruction and demonstration of work skills

### Unit Descriptor

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

### Application of the Unit

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures.

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.

This competency is performed in the context that all documents needed to carry out this function have been provided, including delivery plans, learning materials, learning programs and learning resources.

The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements.

Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the TAA04 Training and Assessment Training Package.

This unit is not equivalent to *TAADEL401A Plan and organise group-based delivery* and/or *TAADEL402A Facilitate group-based learning* and cannot be assessed in place of either of these units.

This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

### Competency Field

Delivery and Facilitation



| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <b>Elements define the critical outcomes of a unit of competency.</b> | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.   |
| <b>Organise instruction and demonstration</b>                         | <p>1.1 Information about learner characteristics and their learning needs is gathered</p> <p>1.2 A safe learning environment is confirmed</p> <p>1.3 Learners are notified of the training <i>details</i></p> <p>1.4 <i>Instruction and demonstration objectives</i> are gathered and checked and assistance is sought if required</p> <p>1.5 Relevant <i>learning resources</i> and <i>learning materials</i> are obtained and checked for relevance and assistance is sought if required in interpreting the contextual application</p> <p>1.6 Any equipment or physical resources required for the demonstration are organised</p>   |
| <b>Conduct instruction and demonstration</b>                          | <p>2.1 <i>Interpersonal skills</i> are used to establish a safe and comfortable learning environment</p> <p>2.2 The <i>learning program</i> and/or <i>delivery plan</i> is followed to ensure all learning objectives are covered</p> <p>2.3 Learners are briefed on any <i>occupational health and safety (OHS) procedures</i> and requirements prior to and during training</p> <p>2.4 <i>Techniques</i> are used to structure, pace and enhance learning</p> <p>2.5 <i>Communication skills</i> are used to provide information, instruct learners and demonstrate relevant work skills</p> <p>2.6 Opportunities for practice are provided during instruction and through work activities</p> <p>2.7 Feedback on learner performance is provided and discussed to support learning</p> |
| <b>Check training performance</b>                                     | <p>3.1 <i>Measures</i> are used to ensure learners are acquiring and can use new technical/generic skills and knowledge</p> <p>3.2 Personal delivery style and performance in providing instruction and demonstration is <i>reviewed</i> and strategies for improvement are <i>reflected</i> upon</p> <p>3.3 Learner records are maintained, stored and secured in accordance with legal/organisational requirements</p>  |

## RANGE STATEMENT

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

*Information about learner characteristics* may include:

- learning styles
- specific needs
- language, literacy and numeracy levels
- past learning and work experiences
- workplace culture

*Safe learning environment* may include:

- safe access
- exit requirements
- use of equipment
- personal protective equipment, if needed

*Details* may include:

- time of instruction/demonstration
- location
- who will be attending
- reason for instruction/demonstration
- outcomes of instruction/demonstration

*Instruction and demonstration objectives* may relate to:

- competencies to be achieved
- learning outcomes
- individual/group objectives
- generic and/or technical skills
- and may be:
  - provided by the organisation
  - developed by a colleague

**RANGE STATEMENT**

- Learning resources may be:***
- Training Packages noted support materials, such as:
    - learner/user guides
    - trainer/facilitator guides
    - how to organise training guides
    - example training programs
    - specific case studies
    - professional development materials
    - assessment materials
  - commercially available support materials for Training Packages/courses
  - organisational learning resources
  - competency standards as a learning resource
  - videos
  - CDs and audio tapes
  - references and texts
  - manuals
  - record/log books
  - learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
  - learning resources produced in languages other than English as appropriate to learner group and workplace
- Learning materials may include:***
- handouts for learners
  - worksheets
  - workbooks
  - prepared case studies
  - prepared task sheets
  - prepared activity sheets
  - prepared topic/unit/subject information sheets
  - prepared role-plays
  - prepared presentations and overheads
  - prepared scenarios, projects, assignments
  - materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
  - prepared research tasks

**RANGE STATEMENT**

***Interpersonal skills* may include:**

- engaging and motivating learners
- responding to learners appropriately and individually
- maintaining appropriate body language
- communicating clearly and effectively
- actively listening
- adjusting personal language to suit others' requirements

***The learning program* includes:**

- competencies or other criteria to be achieved
- specific learning outcomes derived from the criteria for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

***The delivery plan* is used by the trainer/facilitator to guide and manage delivery to a group and may include:**

- individual/group learning objectives or outcomes for the segment of the learning program to be addressed
- number of learners and their specific support requirements
- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource requirements
- OHS considerations, including:
  - incident or hazard reporting
  - emergency procedures

**RANGE STATEMENT*****Occupational health and safety (OHS) procedures may include:***

- hazards and their means of control
- safety briefing
- incident reporting
- use of personal protective equipment
- safe working practices
- emergency procedures
- site-specific safety rules

***Techniques to structure, pace and enhance learning may include:***

- demonstrations
- explanations
- question and answer
- group/pair work
- case studies
- discovery activities
- problem solving
- providing opportunities to practise skills

***Communication skills may include:***

- providing explanations
- asking clear and probing questions
- using legible writing
- providing constructive feedback
- providing information coherently and clearly
- communicating with learners in the learning environment and training context

***Measures to ensure learners are acquiring new skills and knowledge may include:***

- questioning
- informal review or discussion
- learner surveys
- on-the-job observation
- peer coaching systems

## RANGE STATEMENT

*Reviewing and reflecting on personal performance may include:*

- peer assessment or feedback
- learner evaluations
- video recording of session
- critical questioning of personal performance
- discussions with other trainers/facilitators

## EVIDENCE GUIDE

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

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

### Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can provide instruction and demonstration of work skills using resources and materials provided for training purposes.

The instruction/demonstration should be conducted using appropriate communication and interpersonal skills to enhance learning and build rapport and trust. The learning must be logically sequenced and paced in such a way as to ensure new skills/knowledge/competencies are achieved. The instruction/demonstration should engage the learner/s and a range of delivery techniques should be used.

### Evidence Requirements

#### Required knowledge includes:

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources/learning materials
- training techniques which enhance learning and when to use them, e.g. using:
  - instruction and explanation
  - questioning
  - practice
  - written information
  - group/pair/team activities
  - individual activities
  - demonstration

## EVIDENCE GUIDE

- learning principles (introductory), for example:
  - learning and experience are connected for meaning
  - adults need to know why they are learning
  - adults can self-evaluate
  - adults learn in different ways
  
- different learning styles, (introductory), for example:
  - visual
  - audio
  - theoretical
  - activist
  - reflective
  
- OHS, for example:
  - roles and responsibilities of key personnel in learning environment
  - responsibilities of learners learning environment
  - relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - hazard identification and risk controls for the specific learning environment
  
- organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements



**EVIDENCE GUIDE****Required skills and attributes include:**

- verbal and non-verbal communication techniques, for example:
  - ask relevant and appropriate questions
  - provide explanations
  - organise and give demonstrations
  - use listening skills
  - provide information clearly
  - engage, motivate and connect with learners
  - provide constructive feedback
  
- implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct pre-start up checks if required
  - observe and interpret learner behaviour which may put people at risk
  
- time management, for example:
  - ensure all learning objectives are covered
  - pace learning
  
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
  
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning program/plan
  - read and analyse learner information
  
- skills to operate audio-visual and technical equipment

## EVIDENCE GUIDE

- interpersonal skills to:
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  
- observation skills to:
  - monitor learner acquisition of new skills/knowledge/competency requirements
  - assess learner communication and interaction skills with others
  - identify learner concerns
  - recognise learner readiness to take on new skills/tasks
  
- recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion

## EVIDENCE GUIDE

### Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively

Level (2) represents the competency to manage tasks

Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

#### Communicating ideas and information (2)

- questioning
- listening
- discussing information
- providing clear directions

#### Collecting, analysing and organising information (2)

- gathering resources and information for training
- organising learning sequence and pace

#### Planning and organising activities (2)

- organising opportunities for practice
- planning learning activities

#### Working in a team (1)

- working with others involved in the training
- working with learners to achieve outcomes

#### Using mathematical ideas and techniques (1)

- ensuring correct numbers of resources and materials are available

#### Solving problems (1)

- dealing with group conflict
- working with unreliable resources

#### Using technology (1)

- using computers to source information or store records
- using equipment for demonstration

#### Products that could be used as evidence include:

- video/observation of a demonstration/instruction
- learner evaluations
- peer evaluations

#### Processes that could be used as evidence include:

- what learning techniques were used and why
- how learning achievement was checked

## EVIDENCE GUIDE

- how practice opportunities were provided
  - what resources were organised and why
- Resource implications for assessment include:**
- materials required for instruction/demonstration
  - technology required for instruction/demonstration
  - learning activities
- The collection of quality evidence requires that:**
- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
  - a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
  - evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
  - the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
  - assessment meets the rules of evidence
  - a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
- Specific evidence requirements must include:**
- a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience
- Integrated assessment means that:**
- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package or any other Training Package. Suggested units include but are not limited to:
    - TAADEL403A Facilitate individual learning.





**YOUTH**





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|                 |   |
|-----------------|---|
| <b>CHCYTH1C</b> | <b>WORK EFFECTIVELY WITH YOUNG PEOPLE</b> |
|                 |   |
| YTH             | Youth                                     |

**DESCRIPTION: This unit is for working with and for young people within an ethical, social, political and economic context.**

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
| <b>1 Develop a professional rapport with young people</b>           | 1.1 Conduct interaction with young people in a fair, just, humane and positive manner<br>1.2 Use communication strategies with individuals for effective interaction and problem solving<br>1.3 All work demonstrates a consistent commitment to young people<br>1.4 Kley put this here<br>1.5 Louise was ere  |
| <b>2 Address issues associated with the culture of young people</b> | 2.1 All actions and decisions take into account the culture of the young person<br>2.2 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices<br>2.3 Issues are evaluated and modified in relation to young person's culture, family background and interest<br>2.4 Activities and resources are selected which promote cross cultural awareness<br>2.5 Guidelines are established which are relevant to the culture and background of the young person |
| <b>3 Recognise that youth culture is distinct</b>                   | 3.1 All interventions take account of youth culture the young person identifies with<br>3.2 Activities and interventions are selected to fit both individual and/or group needs of particular young people<br>3.3 Young people are assisted to negotiate positive outcomes within a political framework<br>3.4 All interventions take account of their economic impact on young people<br>3.5 All work demonstrates a commitment to addressing any economic disadvantages young people experience  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                                       | CATEGORIES   |
|---|--|
| <b>A commitment to access and equity</b>              | may be demonstrated by <ul style="list-style-type: none"> <li>• a non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers</li> <li>• ensuring the work undertaken takes account of, and caters for differences including               <ul style="list-style-type: none"> <li>○ cultural</li> <li>○ physical</li> <li>○ developmental</li> <li>○ religious</li> <li>○ economic</li> <li>○ social</li> </ul> </li> </ul>   |
| <b>Different models of work in the sector</b>         | may include <ul style="list-style-type: none"> <li>• community development and education</li> <li>• case management</li> <li>• working with families</li> <li>• a client-centred approach</li> </ul>   |
| <b>Historical, social, political economic context</b> | includes <ul style="list-style-type: none"> <li>• statutory framework within which work takes place in the sector</li> <li>• historical context of work, eg, changing attitudes to young people; changing approaches to working with young people</li> <li>• changing social context of work, eg, changing government and societal views of young people and approaches to working with them</li> <li>• political context, eg, government policies and initiatives affecting youth work</li> <li>• economic context, eg, the current economic situation as it relates to and affects young people and the subsequent impact on client needs</li> </ul> |
| <b>Stakeholders and representatives</b>               | may include <ul style="list-style-type: none"> <li>• young people</li> <li>• friends, peers and target groups</li> <li>• families and care givers</li> <li>• local community and community and religious organisations</li> <li>• government representatives and service providers</li> <li>• youth organisations</li> <li>• specialists/experts</li> <li>• peak bodies and networks in youth work</li> <li>• organisational management, colleagues, supervisor, team members</li> </ul>   |

|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of working effectively with young people</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ have knowledge of own work role within the context of the youth sector</li> <li>○ demonstrate an organisational role within the context of the youth sector</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Interrelationship of society, culture, the family and the young person</li> <li>○ Aspects of human behaviour and development related to young people, their personal and social development and relationships</li> <li>○ Principles of access and equity</li> <li>○ Statutory framework in which the work takes place</li> <li>○ Political and economic context as listed in the range of variables</li> <li>○ Current issues facing young people and existing services to address their needs and rights</li> <li>○ Principles and practices of community support</li> <li>○ Youth cultures social, political and economic frameworks</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Interpersonal communication with young people and other stakeholders</li> <li>○ Preparation of reports so that the information and organisation of information is appropriate to its purpose and audience</li> <li>○ Working as part of a team or as a sole worker</li> <li>○ Communication</li> <li>○ Advocacy</li> <li>○ Empathy</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a workplace or to an accurately simulated environment where assessment may take place</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> </ul> </li> </ul>   |

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|                                   | <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Consistency in performance should consider the organisational and individual context within which work take place</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the contexts of a sport and recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|   |                                 |                            |                             |                                     |                |                |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



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|----------|--|
| CHCYTH2C | PROVIDE CARE AND PROTECTION FOR YOUNG PEOPLE |
| YTH      | Youth  |

**DESCRIPTION: This unit describes the competencies required to ensure the needs and risks for the young people are identified and responded to appropriately.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Identify the needs and risks of young people</b>   | 1.1 Check and confirm all factors relevant to assessing the needs, risks and circumstances of young people against a range of different sources<br>1.2 Identify and note immediate concerns and risk factors<br>1.3 Prioritise the concerns and notify specialist support and referral<br>1.4 Document issues about the welfare of young people clearly, comprehensively and in the format required by the organisation<br>1.5 Refer concerns for consultation with family members and involve them in assessment of need where suitable and constructive  |
| <b>2 Respond to the needs and risks of young people</b> | 2.1 Ensure that the personal, physical and emotional needs of young people are provided according to resources, procedures and priorities<br>2.2 Ensure that special needs and additional support are considered in the design of support<br>2.3 Ensure that special needs are referred to specialists support according to referral protocols and procedures<br>2.4 Use special protective strategies based on the interests and needs of young offenders and the level of assessed needs and risk<br>2.5 Identify a range of programs for individual young people and provide information and support to access recommended programs<br>2.6 Provide information about responsibilities, statutory mandates and consequences of options for the safety and protection of young people to relevant agencies<br>2.7 Comply with processes for monitoring and evaluation programs and support provided by specialists<br>2.8 Assess the implications for use of range of options and incorporate in planning and negotiating with young people and their families and supporters |
| <b>3 Provide support to young people</b>                | 3.1 Identify support needed in caring for young people<br>3.2 Identify support services available to young people<br>3.3 Facilitate access by young people to support services   |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES   |
|---|--|
| <p><b>Approach to assessment of risk will depend on the nature and degree of the risks</b></p>  | <p>will include</p> <ul style="list-style-type: none"> <li>• case management</li> <li>• referral to specialist team and agencies</li> <li>• special observation</li> <li>• counselling</li> <li>• breaches and disciplinary action</li> <li>• involvement of family and social support</li> <li>• medical referral</li> <li>• peer support programs</li> <li>• cultural programs</li> <li>• socialisation programs</li> <li>• program intervention</li> </ul>                    |
| <p><b>Checking indicators of risk</b></p>   | <p>include</p> <ul style="list-style-type: none"> <li>• serious risk taking behaviour</li> <li>• trauma of grief, loss pain abuse, disadvantage</li> <li>• stress caused by relationships and social processes</li> <li>• depression/withdrawal</li> <li>• mental/psychological conditions</li> <li>• separation from family and social support</li> <li>• shame and guilt</li> <li>• cultural conflict and alienation</li> <li>• anti-social behaviour and attitudes</li> </ul> |
| <p><b>Identifying, negotiating and assessing of care and protection of young people will be carried out within requirements established</b></p> | <p>by</p> <ul style="list-style-type: none"> <li>• organisational policies, procedures and guidelines</li> <li>• state and commonwealth legislation including child protection</li> <li>• programs, procedures and guidelines</li> <li>• the identified needs and risks of individual young people</li> </ul>  |

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| <b>Responsibility for information about the needs and risks to young people</b>                            | <p>will include relevant examples from</p> <ul style="list-style-type: none"> <li>• preparing documentation for child protection notifications</li> <li>• referrals from other agencies</li> <li>• use of communication techniques <ul style="list-style-type: none"> <li>○ active listening</li> <li>○ reflective</li> <li>○ summarising questions and statements</li> <li>○ gaining agreement on actions</li> </ul> </li> <li>• action planning</li> <li>• setting of boundaries for roles and actions</li> <li>• demonstration of empathy and rapport building</li> <li>• appropriate language and questioning techniques</li> <li>• conflict management</li> <li>• managing grief and change processes</li> <li>• negotiating agreement</li> </ul> |
| <b>Responses to risk will depend on the nature and degree of the risks</b>                                 | <p>which includes</p> <ul style="list-style-type: none"> <li>• serious physical injury and death including suicide</li> <li>• obstacles to sound and healthy development</li> <li>• self-harm</li> <li>• assaulting/harming others</li> <li>• disabilities</li> <li>• alcohol and other drugs</li> <li>• neglect, illness</li> <li>• physical/emotional/sexual abuse</li> <li>• harassment, bullying</li> <li>• accidents</li> <li>• criminal actions</li> <li>• high anti-social risk taking</li> <li>• social isolation</li> <li>• mental illness and depression</li> <li>• family and personal trauma</li> <li>• social and cultural alienation</li> </ul>  |
| <b>The context of performance will depend on applicants' roles and responsibilities and the conditions</b> | <p>required by</p> <ul style="list-style-type: none"> <li>• case management</li> <li>• programmed intervention</li> <li>• classification and review</li> <li>• need and risk assessment</li> <li>• reporting and referring systems</li> <li>• protective care</li> <li>• routine and incident reports</li> <li>• review of program/service plan</li> <li>• service contracts and conditions</li> </ul>   |

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| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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## Evidence Guide

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

|   |   |
|---|---|
| <b>Critical aspects of assessment</b>     | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in providing appropriate assistance to young people</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ check and analyse information for assessment of risks, special needs and personal and social development levels for young people</li> <li>○ provide supervision and care based on assessed risk and justifiable degree of care and concern</li> <li>○ make decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations</li> <li>○ check and analyse information for assessment of risks, special needs and significant changes</li> <li>○ respond to risks and incidents of varying degrees of severity</li> <li>○ use clear and reassuring communication relevant to the culture of young people</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>      | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Knowledge of indications to young people who are particularly vulnerable include indicators of                 <ul style="list-style-type: none"> <li>▪ The specific categories of risk identified in the organisation's risk management plans and relevant to the offender profile</li> <li>▪ Procedures and requirements for reporting risks and incidents involving young offenders including work site information processing and the organisation's offender information system</li> <li>▪ Legislation relevant to applicants' roles and responsibilities and service guidelines such as                     <ul style="list-style-type: none"> <li>▪ reporting sexual and other abuse</li> <li>▪ responding to emergencies</li> <li>▪ supervision and surveillance of offenders at risk</li> <li>▪ protective supervision of offenders at risk of harm</li> <li>▪ access to information and restriction of access</li> <li>▪ appropriate relationships with offenders</li> <li>▪ appropriate relationships with colleagues</li> <li>▪ the rights and responsibilities of young people within the service context</li> <li>▪ referral to specialist and support agencies</li> <li>▪ suicide prevention strategy</li> <li>▪ special needs of young people</li> </ul> </li> </ul> </li> </ul> </li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>▪ The organisation's codes of conduct or code of ethics/duty of care</li> <li>▪ The range of specialist support services and programs available to young people</li> <li>▪ Processes for getting advice and assistance when there are problems</li> <li>▪ Knowledge of cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected</li> <li>▪ The impact of popular beliefs on values, attitudes and behaviour in young people</li> <li>▪ The social, political, historical and economic context of the service response to the needs and interests of young people</li> <li>▪ Assessment</li> <li>▪ referring agencies</li> <li>▪ program prov and evaluation</li> </ul> <ul style="list-style-type: none"> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Referral</li> <li>○ Negotiation</li> </ul> </li> </ul>  |
| <b>Resource implications</b>      | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ workplace or to an accurately simulated environment where assessment may take place</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions             <ul style="list-style-type: none"> <li>○ from target group appropriate to the worker's activities</li> <li>○ address relevant issue areas</li> <li>○ using any one of the action strategies specified in the range of variables</li> <li>○ using a variety of communication processes as indicated in the range of variables</li> </ul> </li> <li>• Knowledge testing and simulation exercises conducted in a training program</li> <li>• Observations of performance in routine workplace activities</li> <li>• Documentation and products produced as part of routine work activities</li> <li>• Observation and documentation from specially conducted assignments based on routine work requirements</li> <li>• Observations from supervisors, colleagues, clients, youth, health and welfare support agencies, specialist staff</li> <li>• Assessment of this unit of competence will usually include observation of</li> </ul> |

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|  | <p>processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</p> <ul style="list-style-type: none"><li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li></ul> |
|--|---|

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|   |                                 |                            |                             |                                     |                |                |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |



|                 |                                       |
|-----------------|---------------------------------------|
| <b>CHCYTH4C</b> | <b>SUPPORT YOUNG PEOPLE IN CRISIS</b> |
|                 |                                       |
| YTH             | Youth                                 |

**DESCRIPTION: This unit focuses on risk management strategies in crisis situation.**

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| <b>1 Implement risk minimisation strategies</b>       | 1.1 A framework is established for dealing with potential crisis situations<br>1.2 Timely risk assessment of potential crisis situations is undertaken, with due consideration for the safety of young people and others<br>1.3 A variety of possible strategies to minimise risk are identified, assessed and implemented in accordance with organisational procedures<br>1.4 Appropriate sources and strategies for accessing support are identified and acted on as required<br>1.5 Where further assistance is required, it is called without delay |
| <b>2 Maintain a safe environment for young people</b> | 2.1 Organisation policies, procedures and practices designed to maximise the physical and emotional safety for the young person are identified and implemented routinely<br>2.2 A healthy and safe environment is maintained to minimise potential for harm<br>2.3 Incidents are responded to so as to safeguard young people<br>2.4 Appropriate post critical activities to assist young people are initiated and provided routinely<br>2.5 Ensure all legislative and ethical requirements are met by self and those who supervise                    |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                               | CATEGORIES  |
|---|---|
| <b>Assistance</b>                             | will include <ul style="list-style-type: none"> <li>• from own organisation</li> <li>• from another organisations</li> <li>• government and non-government</li> <li>• youth specific organisations</li> <li>• generic community services organisation</li> <li>• emergency services organisations</li> </ul>  |
| <b>Crisis situations</b>                      | may include <ul style="list-style-type: none"> <li>• threatened suicide</li> <li>• drug overdose</li> <li>• domestic violence</li> <li>• abusive situations</li> <li>• self harm</li> <li>• serious indictable offences homelessness</li> <li>• death</li> <li>• verbal abuse</li> <li>• mental health issues</li> <li>• depression</li> <li>• separate homelessness</li> </ul> |
| <b>Organisation's policies and procedures</b> | will include <ul style="list-style-type: none"> <li>• emergencies</li> <li>• Occupational Health and Safety</li> <li>• referrals</li> <li>• reporting</li> <li>• recording</li> <li>• accountability</li> <li>• code of conduct</li> <li>• legislative, statutory obligations</li> </ul>  |

|   |   |
|---|---|
| <b>Possible strategies to minimise risk</b>   | <p>may include</p> <ul style="list-style-type: none"> <li>• counselling</li> <li>• restraining</li> <li>• diversion</li> <li>• segregation</li> <li>• employing communication skills</li> <li>• seeking assistance</li> <li>• seeking emergency assistance</li> </ul>   |
| <b>Strategies for crisis/emergency action</b> | <p>may include</p> <ul style="list-style-type: none"> <li>• actions undertaken and managed by the young person</li> <li>• actions taken by the worker on behalf of the young person</li> <li>• joint action</li> <li>• referral to other agencies or services</li> <li>• referrals to group/peer support</li> <li>• short and long term</li> <li>• referral to supervisor/colleagues</li> </ul>   |
| <b>Young people</b>                           | <p>will include</p> <ul style="list-style-type: none"> <li>• individual young people who are users of the services of the organisation</li> <li>• individual young people referred to the organisation</li> <li>• young people who are involuntary or voluntary users of the service of the organisation</li> <li>• young people who fall in the specific target group of the organisation</li> </ul>   |
| <b>The sport and recreation industry</b>      | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the roles and skills required to assist young people in responding to crisis in the work environment</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ demonstrate understanding of the role and responsibilities of self and other staff for responding to critical incidents</li> <li>○ demonstrate understanding of how critical incidents and risks arise both generally and in particular situations</li> </ul> </li> </ul>   |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ CHCYTH1C Work effectively with young people</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Issues affecting young people</li> <li>○ Basic counselling strategies</li> <li>○ Protocols of crisis intervention</li> <li>○ Mental health issues</li> <li>○ Policies/procedures</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Conducting interviews</li> <li>○ Advanced communication</li> <li>○ Predicting possible outcomes or consequences of particular actions</li> <li>○ Establishing and facilitating meetings</li> <li>○ Adequate literacy skills for record keeping and report writing to the standards defined by the organisation</li> <li>○ Counselling</li> </ul> </li> </ul>   |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a workplace or to an accurately simulated environment where assessment may take place</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |

|                                   |  |
|-----------------------------------|--|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competency is demonstrate in assisting young people in crisis situations for at least one type of crisis situation taking account of the organisational policies and procedures designed to maximise safety</li> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the contexts of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>• This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions</li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | -                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|                 |                               |
|-----------------|-------------------------------|
| <b>CHCYTH5C</b> | <b>SUPPORT YOUTH PROGRAMS</b> |
|                 |                               |
| YTH             | Youth                         |

**DESCRIPTION: This unit covers devising, setting up, coordinating, delivering and evaluating activities and programs for individuals and groups.**

| <b>ELEMENT</b>                                  | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| <b>1 Identify the activity/program required</b> | 1.1 The need for a particular program is assessed from relevant evidence collected<br>1.2 A range of possible programs to meet the defined needs are identified and reviewed<br>1.3 Selection of a program type is based on client needs, organisation's criteria, and availability of resources  |
| <b>2 Prepare activity/program plan</b>          | 2.1 Appropriate strategic planning activities are undertaken, to ensure client needs are met<br>2.2 Planning activities incorporate consultation with key clients and stakeholders<br>2.3 Operational arrangements for conducting the program are determined and assessed for feasibility<br>2.4 Appropriate implementation and evaluation strategies are included in the activity/program plan<br>2.5 Planning activities reflect accepted good practice in working with young people            |
| <b>3 Deliver activity/program</b>               | 3.1 The program is implemented in accordance with the program plan, organisation guidelines and legal/statutory requirements<br>3.2 Participants are provided with access to a range of activities suited to their needs and interests<br>3.3 Flexible implementation plans are developed to suit a variety of contexts and to cope with contingencies<br>3.4 The program is adapted to the changing needs of participants as required<br>3.5 Problems in program delivery are addressed promptly |
| <b>4 Evaluate activity/program</b>              | 4.1 Criteria to judge the effectiveness of the program are defined in consultation with clients and stakeholders<br>4.2 Appropriate evaluation strategies are used routinely during and after the program and used for revision and development<br>4.3 Evaluation information is collected, organised and reported in a format which is accessible and meaningful to the clients and stakeholders<br>4.4 Reports are prepared and presented as requires   |

**Range Statements**

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT        | CATEGORIES   |
|------------------------|--|
| <p><b>Programs</b></p> | <p>may include</p> <ul style="list-style-type: none"> <li>• activities designed to address needs of target groups</li> <li>• activities designed to meet needs identified in research</li> <li>• strategies to implement government/funding agency policy</li> <li>• activities to extend the participation numbers in existing programs</li> <li>• strategies to address exclusion, discrimination and alienation</li> <li>• those directed at individual young people and their needs</li> <li>• those directed at the general community which affect young people</li> <li>• those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision makers</li> <li>• those designed to respond to social, economic and demographic changes</li> </ul> <p>may have the following focus</p> <ul style="list-style-type: none"> <li>• education/learning/training, eg, homework support and study</li> <li>• personal development and support, eg, life skills education</li> <li>• music and performing arts, eg, youth theatres, band, video production team</li> <li>• research, planning and management, eg, Aboriginal cultural camp, scouts meeting</li> <li>• community action, eg, anti violence group</li> <li>• special interest causes, eg, young people against nuclear disarmament</li> <li>• enterprise development activities</li> <li>• employment, funding raising, small business</li> </ul> <p>activities may include</p> <ul style="list-style-type: none"> <li>• discussion groups, eg, about safe sex, religious beliefs</li> <li>• sporting and recreation activities, eg, basketball at the drop in centre, pool game, disco, bush excursion</li> <li>• structured and unstructured social activities, eg, party, shopping, visit to the cinema</li> </ul> <p>are planned and implemented for the purpose of</p> <ul style="list-style-type: none"> <li>• providing immediate support</li> <li>• promoting young people's participation and personal development</li> <li>• enabling young people to use their time constructively, have fun and develop qualities of self reliance</li> <li>• enabling young people to learn life skills, knowledge and attitudes</li> </ul> |



|  |  |
|--|--|
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
|--|--|

## Evidence Guide

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

|  |  |
|--|--|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the skills required to manage the development and conduct of youth programs in the work environment</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ target groups relevant to the worker and the activity or program</li> <li>○ consult with relevant stakeholders</li> <li>○ work with individuals and groups</li> <li>○ demonstrate abilities in autonomous work and team work</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ A range of youth activities and programs</li> <li>○ Legal and safety requirements as they relate to activities and programs</li> <li>○ Relevant funding sources</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Research and consultation</li> <li>○ Coordination and management of programs</li> <li>○ Analysis of data, information and relationships</li> <li>○ Advocacy</li> <li>○ Provision of support to a diverse range of people/organisations</li> <li>○ Conflict resolution/negotiation and mediation</li> <li>○ Cross cultural communication and negotiation</li> <li>○ Literacy adequate to prepare a range of appropriate resource material</li> <li>○ Working with and through community leaders</li> </ul> </li> </ul>   |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ a workplace or to an accurately simulated environment where assessment may take place</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for</i></li> </ul> </li> </ul> |

|                                   | <i>Registered Training Organisations</i>  |
|-----------------------------------|---|
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• For at least two of the types of activities and programs identified in the Range Statements</li> <li>• For at least two of the purposes identified in the Range Statements</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions</li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 1                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|                 |  |
|-----------------|--|
| <b>CHCYTH6C</b> | <b>PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE</b> |
| YTH             | Youth  |

**DESCRIPTION: This unit is concerned with the competencies required to provide guidance and role models to young people and their families to maintain positive and supportive relationships while identifying problems and establishing goals for change based on maintaining support from family and the general community.**

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
| <b>1 Establish effective rapport with young people and families</b> | 1.1 Use interaction with young people to encourage personal reflection on relationships and personal responsibility<br>1.2 Use a range of communication strategies to gather information about the background and circumstances of young people and their families<br>1.3 Information provided to young people and their families is factual, clear and designed to promote positive responses<br>1.4 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships<br>1.5 Maintain clear, ethical and honest relationships with young people and their families<br>1.6 All information relevant to intervention contact with young people and their families is recorded and reported according to the organisation's procedures and considerations of confidentiality and discretion |
| <b>2 Assess the needs and circumstances of young people</b>         | 2.1 Identify and respond to the immediate needs of young people according to nature and degree of urgency<br>2.2 Provide young people and their families with information which is tailored to their capacity to absorb and which is designed to calm and reassure<br>2.3 Observe and note any signs of distress, anxiety, aggression and apathy<br>2.4 Observe and note signs of impairment of functioning in individuals and relationships   |
| <b>3 Facilitate goal setting and action planning</b>                | 3.1 Emphasise and negotiate clients' responsibility for determining and achieving their goals<br>3.2 Assess options for clients' goals and outcomes for change and negotiate agreements based on realistic goals and purpose<br>3.3 Check and confirm the information and resources required by clients to set their goals<br>3.4 Negotiate suitable and available resources and support<br>3.5 Encourage clients to identify and prioritise long and short term goals based on individual responsibility and personal choice<br>3.6 Encourage clients to identify and analyse the factors which have contributed to past behaviour and the obstacles to achieving individual and family goals<br>3.7 Identify unrealistic expectations challenge negative attitudes and unacceptable objectives and re-negotiate plans when required                              |

|   |  |
|---|--|
| <b>4 Provide targeted assistance and referral</b> | <ul style="list-style-type: none"><li>4.1 The type and nature of services available to clients are identified and clearly communicated</li><li>4.2 Appropriate work is undertaken to ensure assistance provided; is in an appropriate manner, meets client needs, is consistent with legal and statutory provisions, meets resource and time constraints, complies with organisational policy and encourages young people to access alternative services and resources and to be as self managing as possible</li><li>4.3 Systems are established to ensure information and referral sources within the organisation are up to date, comprehensive, accurate, accessible and relevant to clients</li><li>4.4 Procedures are implemented to ensure workers have access to additional advice, expertise and support from others as required</li><li>4.5 The effectiveness of service delivery is continually monitored and problems of access, services or resources are resolved as appropriate</li><li>4.6 All reporting is in accordance with organisational procedures</li></ul> |
|---|--|

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT   | CATEGORIES   |
|---|--|
| <b>Communication with young people and their families</b> | will include relevant selection of evidence from <ul style="list-style-type: none"> <li>• formal and informal meetings</li> <li>• interviews</li> <li>• counselling</li> <li>• receiving and conveying information and advice</li> <li>• receiving grievances/complaints</li> <li>• oral and written reports</li> <li>• internal and external to the organisation</li> <li>• recording and reporting</li> <li>• responsibility for vulnerable and high risk families and families with special needs</li> <li>• contact with uncooperative, aggressive and distressed offenders</li> <li>• contact with young people in crisis</li> </ul>                |
| <b>Confidentiality and discretion</b>                     | will include <ul style="list-style-type: none"> <li>• security of personal information</li> <li>• determination of other people to be informed</li> <li>• location and timing of communication</li> <li>• nature of follow up</li> <li>• nature of the information</li> <li>• agreement with young people and their families, colleagues and support agencies</li> <li>• child protection notification</li> </ul>  |
| <b>Referrals/support</b>                                  | will include <ul style="list-style-type: none"> <li>• social/welfare worker</li> <li>• medical</li> <li>• drug and alcohol services</li> <li>• intervention and behaviour management programs</li> <li>• counsellors</li> <li>• religious/spiritual advisor</li> <li>• program coordinator</li> <li>• case manager and case management team</li> <li>• Aboriginal, Torres Strait Islander liaison</li> <li>• Specialist cultural liaison and support</li> <li>• welfare organisations</li> <li>• legal advice</li> <li>• education/training/skills development</li> <li>• recreation/sporting groups</li> <li>• employment/career development</li> </ul> |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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**Evidence Guide**

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

|   |  |
|---|--|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of appropriate services to provide support for young people in the work environment</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to                         <ul style="list-style-type: none"> <li>○ knowledge and application of relevant organisational procedures and policies related to services for young people and their families, personal support for young people, referral, reporting, community services</li> <li>○ knowledge of statutory requirements and application of the concept of duty of care</li> <li>○ performance with clients from different cultural backgrounds</li> <li>○ supporting young people and their families according to case management objectives, needs and risks and individual circumstances</li> <li>○ supporting vulnerable young and young people with special needs and risks</li> <li>○ identification of personal values and their impact on performance</li> </ul> </li> </ul>  |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge                         <ul style="list-style-type: none"> <li>○ Organisation's policies, guidelines and procedures related to client management and support</li> <li>○ Relevant statutory responsibilities related to management of and support for young people and their families, court orders, code of conduct, organisational procedures, criminal justice codes, client services and programs</li> <li>○ Establishing and maintaining effective relationships with young people and their families</li> <li>○ Principles of effective communication including client information management</li> <li>○ Organisational reporting procedures and practice</li> <li>○ Support services and specialists and their guidelines for access and service provision</li> <li>○ Aspects of human behaviour and development related to young people, families and relationships</li> <li>○ Principle/relevant cultural practices and customs of the community and the family profile</li> </ul> </li> <li>• Required skills                         <ul style="list-style-type: none"> <li>○ General counselling strategies/techniques</li> <li>○ Goal setting, personal planning and change support</li> </ul> </li> </ul> |
| <p><b>Resource implications</b></p>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ a workplace or to an accurately simulated environment where assessment may take place</li> <li>○ appropriate documentation and resources normally used in the workplace</li> <li>● Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul> </li> </ul> |
| <p><b>Consistency in performance</b></p> | <ul style="list-style-type: none"> <li>● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> <li>● Performance can be demonstrated through assessment of evidence generated from work practice</li> </ul>   |
| <p><b>Context for assessment</b></p>     | <ul style="list-style-type: none"> <li>● This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions</li> <li>● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>● Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>   |

| <b>KEY COMPETENCIES</b>   |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 1                                   | 3              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|          |                                |
|----------|--------------------------------|
| CHCYTH7C | RESPOND TO CRITICAL SITUATIONS |
| YTH      | Youth                          |

**DESCRIPTION:** This unit describes the competencies required to maintain safety through effective response of potential or actual critical situations. This unit applies to staff working in specialist services and in residential work sites or in the community.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Minimise the impact of crisis situations</b> | 1.1 Respond to incidents confidently, effectively, appropriately and in accordance with agreed processes<br>1.2 Identify the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment<br>1.3 Identify and provide information on potential responses to the appropriate team members for action and support<br>1.4 Request assistance clearly and promptly<br>1.5 Use protective strategies according to instructions and procedures  |
| <b>2 Secure the safety of clients</b>             | 2.1 Anticipate potential causes of conflict and harmful behaviour and make appropriate responses to prevent escalation<br>2.2 use calm, confident and assertive communication to establish positive personal interaction and exchange information<br>2.3 Provide information designed to promote positive decision making based on the relationships between actions and consequences<br>2.4 Provide information to all relevant individuals in a clear, accurate and comprehensive manner<br>2.5 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved<br>2.6 Responses and emergency action give priority to the protection of individuals from severe harm<br>2.7 Use of force for the maintenance of safety complies with procedures and is applied with minimum force to establish control |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT                    | CATEGORIES  |
|------------------------------------|---|
| <b>Critical situations</b>         | will include actions and events <ul style="list-style-type: none"> <li>• from others which jeopardise the safety and welfare of young people</li> <li>• which jeopardise the safety and welfare of the public</li> <li>• which jeopardise the safety and welfare of staff and colleagues</li> <li>• issues of child protection</li> <li>• criminal actions</li> <li>• from themselves (including self-harm and suicidal behaviour)</li> </ul> |
| <b>Incidents or conflicts</b>      | may include <ul style="list-style-type: none"> <li>• potential or actual causes</li> <li>• young people expressing violence towards themselves or others</li> <li>• young people experiencing violence</li> <li>• intense anger or despair</li> </ul>   |
| <b>Responses to minimise risks</b> | may include <ul style="list-style-type: none"> <li>• separation/isolation/searches</li> <li>• defusing strategies</li> <li>• counselling</li> <li>• specialists/experts</li> <li>• intervention or mediation</li> <li>• special intervention</li> <li>• cultural support specialists</li> <li>• referrals</li> <li>• negotiation</li> <li>• specialist response team</li> </ul>   |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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**Evidence Guide**

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

|   |  |
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| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in responding to critical situations</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to                         <ul style="list-style-type: none"> <li>○ demonstrate the knowledge and application of organisation policies and procedures for responding to critical situations</li> <li>○ demonstrate the knowledge and relevance of statutory obligations and duty of care including child protection reporting</li> <li>○ assess risks to client safety and welfare and selecting approved and effective responses</li> <li>○ use communication skills and techniques and equipment</li> <li>○ demonstrate the knowledge of organisation's delegations, accountability and reporting processes related to critical situations</li> </ul> </li> </ul> |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge                         <ul style="list-style-type: none"> <li>○ Organisation's policies, guidelines and procedures related to monitoring the safety and welfare of young people and preventing and responding to incidents risk taking behaviour</li> <li>○ Team roles and responsibilities and reporting requirements</li> <li>○ Responsibilities of child protection reporting and duty of care</li> <li>○ Teamwork principles and strategies</li> <li>○ First aid techniques</li> <li>○ Communication of effective communication for counselling, risk assessment, negotiation, mediation and information management</li> <li>○ Organisation's reporting procedures and format</li> <li>○ Code of conduct</li> <li>○ Policies/procedures</li> <li>○ Communication</li> <li>○ Emergency protocols</li> </ul> </li> <li>• Required skills                         <ul style="list-style-type: none"> <li>○ Communication</li> </ul> </li> </ul>                    |
| <p><b>Resource implications</b></p>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to                         <ul style="list-style-type: none"> <li>○ access to a workplace or to an accurately simulated environment where assessment may take place</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must                         <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>  |

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|                                   | <p>relevant area</p> <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions</li> <li>• Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills</li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |



| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|   |                                 |                            |                             |                                     |                |                |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|          |  |
|----------|--|
| CHCYTH8B | <b>MANAGE SERVICE RESPONSE TO YOUNG PEOPLE IN CRISIS</b> |
| YTH      | Youth  |

**DESCRIPTION: Developing an agency approach to young people in crisis.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Implement a framework for preventing crisis situations</b> | 1.1 A framework which addresses prevention and response to critical situations is developed and reflects consideration of beliefs, rights and needs of the client and responsibilities of the organisation within a legislative and statutory context<br>1.2 Appropriate resources and mechanisms are established to assist workers deal with crisis situations<br>1.3 Details of the organisation's responsiveness to crisis situations is defined and articulated to relevant personnel<br>1.4 All information related to crisis situations is stored and maintained to maximise accessibility, accuracy, currency and legibility<br>1.5 Procedures are implemented to ensure clients have ready access to information which may assist in resolving crisis situations   |
| <b>2 Support staff in responding to a crisis</b>                | 2.1 Appropriate protocols are established for managing potential and actual crisis situations<br>2.2 Procedures for the management of crises are drafted, regularly updated and communicated to staff and other relevant personnel<br>2.3 Crisis management procedures which are developed are consistent with legal and organisational obligations and constraints<br>2.4 Resources are allocated for the prompt and effective response to crisis situations<br>2.5 Appropriate crisis response training and update briefings are provided to workers on a regular basis<br>2.6 Appropriate advice is formulated for the upgrade of organisational procedures including those related to occupational health and safety and other industrial and legislative requirements |
| <b>3 Follow up crisis situations</b>                            | 3.1 All required reporting is completed and is comprehensive, accurate and consistent with the organisation's policies and procedures<br>3.2 Debriefing procedures are defined and implemented routinely<br>3.3 Opportunity is provided for participation in review and evaluation of organisational responsiveness<br>3.4 Needs of all specific parties which arise from a crisis situation are identified and strategies developed to ensure they are addressed  |

## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES  |
|--|---|
| <b>Crisis</b>  | <p>will relate to</p> <ul style="list-style-type: none"> <li>• those faced by the client group</li> <li>• potential or actual crises</li> <li>• people at immediate risk of emotional, physical, psychological, spiritual, sexual and financial distress and emergency</li> <li>• response to physical, mental, emotional or sexual abuse</li> <li>• client's relationship with other agencies, eg, legal system, welfare</li> </ul>                        |
| <b>Organisation policies and procedures to maximise physical, emotional safety</b> | <p>will relate to</p> <ul style="list-style-type: none"> <li>• Anti discrimination guidelines</li> <li>• guidelines to deal with violent behaviour</li> <li>• rights of worker and service user</li> <li>• organisation rules, eg, concerning drug and alcohol use, sexual behaviour, visitors</li> <li>• Occupational health and safety</li> <li>• emergency/safety procedures</li> <li>• security of premises</li> <li>• debriefing procedures</li> </ul> |
| <b>Relevant legislation and policy</b>   | <p>will include</p> <ul style="list-style-type: none"> <li>• Statutory care and protection guidelines</li> <li>• confidentiality</li> <li>• age of consent</li> <li>• families' rights and responsibilities</li> <li>• Occupational health and safety</li> <li>• Duty of care</li> <li>• Professional code of conduct</li> <li>• Non-discrimination</li> <li>• Equal employment opportunities</li> </ul>  |

|  |   |
|--|---|
| <b>The sport and recreation industry</b> | covers <ul style="list-style-type: none"><li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li><li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li><li>• large volunteer base</li><li>• high turnover of volunteers</li><li>• high levels of part time and casual employment</li><li>• irregular working hours</li><li>• relatively few professional positions</li><li>• workforce employed mostly in operational positions</li><li>• mainly small business or self-employed personnel</li><li>• slow to take up technology</li><li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li><li>• significant reliance upon industry credentials and involvement in the activity itself</li></ul> |
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**Evidence Guide**

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

|   |  |
|---|--|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in managing service response to young people in crisis</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to                         <ul style="list-style-type: none"> <li>○ demonstrate crisis response structure or framework meets the requirements of the particular workplace</li> </ul> </li> </ul>  |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)                         <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>   |
| <p><b>Required knowledge and skills</b></p>                 | <ul style="list-style-type: none"> <li>• Required Knowledge                         <ul style="list-style-type: none"> <li>○ Legal and organisational policies relating to safety within the work environment</li> <li>○ Relevant specialist support services and resources</li> <li>○ Possible factors which contribute to young people entering crisis situations</li> <li>○ Legislative and policy obligations</li> <li>○ Methods of crisis intervention including mediation and negotiation</li> <li>○ Characteristics of aggressive and abusive behaviour</li> <li>○ Methods of promoting less aggressive/abusive behaviour</li> <li>○ Other support agencies and the relevant specialist resources they offer</li> <li>○ Possible factors which contribute to young people entering crisis situations</li> <li>○ Possible repercussions of inappropriate intervention of worker behaviour</li> </ul> </li> <li>• Required skills                         <ul style="list-style-type: none"> <li>○ Counselling and professional debriefing techniques</li> <li>○ Conflict resolution/management</li> <li>○ Effective communication skills including mediation and negotiation</li> <li>○ People management including provision of feedback</li> </ul> </li> </ul> |
| <p><b>Resource implications</b></p>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to                         <ul style="list-style-type: none"> <li>○ workplace or to an accurately simulated environment where assessment may take place</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must                         <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework</li> </ul> </li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace</li> <li>Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> <li>This unit should be assessed in the workplace or through direct work practice</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|   |                                 |                            |                             |                                     |                |                |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |

|          |   |
|----------|---|
| CHCYTH9C | <b>DEVELOP AND IMPLEMENT PROCEDURES TO ENABLE YOUNG PEOPLE TO ADDRESS THEIR NEEDS</b> |
|          |   |
| YTH      | Youth   |

**DESCRIPTION: This unit monitors and upgrades organisational approaches to young people with highly complex problems.**

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Develop support programs for young people</b>                | 1.1 The specific needs of the young person are assessed and matched to an existing program<br>1.2 Appropriate communication techniques are employed to engage the young person and to address specific needs<br>1.3 Relevant community organisations are consulted to identify support programs available which meet specific needs of clients<br>1.4 Appropriate work is undertaken to ensure a thorough knowledge of content, purpose and access protocols of existing programs<br>1.5 Relevant information is provided to client as appropriate   |
| <b>2 Liaise with other services and organisations</b>             | 2.1 Appropriate referral systems and procedures are designed and implemented to ensure special needs of clients can be addressed<br>2.2 Support facilities required to optimise access to specialist services by clients are identified and accessed<br>2.3 Provision of support and advocacy reflects organisational procedures, respects the young person's rights and is appropriate to cultural and other individual circumstances<br>2.4 Consultation is undertaken with relevant professionals and service providers to ensure breadth and comprehensiveness in client service delivery  |
| <b>3 Monitor and upgrade support provided by the organisation</b> | 3.1 Information and services provided to clients are reviewed on a regular basis to assess continuing relevance and effectiveness<br>3.2 Assessment, support and referral systems used within the agency are reviewed periodically<br>3.3 Appropriate debriefings are held with workers for the purpose of counselling, identifying training needs and evaluating client service delivery<br>3.4 Problems experienced by workers are identified, and appropriate adjustments to service delivery are assessed and negotiated with the relevant staff<br>3.5 Support and supervision is provided to other workers as required in accordance with organisational procedures<br>3.6 regular debriefings are arranged with associated organisations and service providers and reports are produced and provided in accordance with organisational procedures |



## Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

| RANGE STATEMENT  | CATEGORIES   |
|--|--|
| <b>Information and referral advice</b>                                 | may include <ul style="list-style-type: none"> <li>• Specialist agencies and organisations</li> <li>• Special support groups</li> <li>• Government and non-government services</li> <li>• Individuals with specialist expertise</li> <li>• Allowances, pensions and benefits</li> <li>• Grants</li> <li>• Private finance</li> <li>• Equipment, physical aids</li> </ul>                             |
| <b>Relevant legislation</b>  | will include <ul style="list-style-type: none"> <li>• Statutory care and protection guidelines</li> <li>• Juvenile justice regulations</li> <li>• Confidentiality</li> <li>• Age of consent</li> <li>• Anti discrimination</li> <li>• Duty of care</li> <li>• Organisations, policies and procedures</li> <li>• Professional code of conduct or ethics</li> <li>• Contractual obligations</li> </ul> |
| <b>Support facilities</b>  | will include <ul style="list-style-type: none"> <li>• Language/translators/interpreters</li> <li>• Physical aids</li> <li>• Transport</li> <li>• Cultural advisers</li> <li>• Change of venue/location</li> <li>• Family/peer</li> <li>• Specialists</li> <li>• Case management team</li> </ul>  |
| <b>Types of support to be provided by worker to the young person/s</b> | may be <ul style="list-style-type: none"> <li>• Advice</li> <li>• Provision of information</li> <li>• A listening and affirmation role</li> <li>• Short term or crisis counselling</li> <li>• Mediation (family and other)</li> <li>• Advocacy (legal and other)</li> <li>• Practical assistance</li> <li>• Referral to other agencies/services</li> <li>• Availability</li> </ul>                   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Linking with others, groups, networks</li> </ul>   |
| <b>The sport and recreation industry</b> | <p>covers</p> <ul style="list-style-type: none"> <li>• industry sectors of community recreation, fitness, outdoor recreation and sport</li> <li>• significant roles played by activity organisations, industry peak bodies, professional organisations</li> <li>• large volunteer base</li> <li>• high turnover of volunteers</li> <li>• high levels of part time and casual employment</li> <li>• irregular working hours</li> <li>• relatively few professional positions</li> <li>• workforce employed mostly in operational positions</li> <li>• mainly small business or self-employed personnel</li> <li>• slow to take up technology</li> <li>• over 2/3 of the sport and recreation industry have no formal/recognised qualifications</li> <li>• significant reliance upon industry credentials and involvement in the activity itself</li> </ul> |

## Evidence Guide

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

|  |   |
|--|---|
| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge in development and implementation of procedures relating to services offered by worker's organisation</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>○ develop and implement procedures relating services offered by worker's organisation including support facilities, particular types of support and information and referral advice</li> </ul> </li> </ul>  |
| <b>Interdependent assessment of units</b>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>○ Nil</li> </ul> </li> </ul>  |
| <b>Required knowledge and skills</b>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>○ Legal and organisation policies relating to advocacy, monitoring and dealing with abuse</li> <li>○ Principles of empowerment in advocacy</li> <li>○ Methods of short term counselling strategies</li> <li>○ Different forms of abuse and their indicators</li> <li>○ A broad range of specialist and generic services and agencies</li> <li>○ Family support and mediation</li> <li>○ Organisational policies, guidelines, procedures</li> <li>○ The specific needs of identified target groups</li> </ul> </li> <li>• Required skills             <ul style="list-style-type: none"> <li>○ Interpersonal communication with young people, specifically skills such as                 <ul style="list-style-type: none"> <li>▪ listening</li> <li>▪ observation</li> <li>▪ leading discussions</li> <li>▪ questioning</li> <li>▪ clarifying</li> </ul> </li> <li>○ Short term counselling, negotiation, mediation</li> <li>○ Case management - formulating aims and objectives, implementation and evaluation methodologies, strategic planning with a team of professionals inside and outside the organisation</li> </ul> </li> </ul> |
| <b>Resource implications</b>                         | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this competency requires access to             <ul style="list-style-type: none"> <li>○ workplace or to an accurately simulated environment where assessment may take place</li> </ul> </li> <li>• Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must             <ul style="list-style-type: none"> <li>○ be competent in this unit</li> <li>○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>relevant area</p> <ul style="list-style-type: none"> <li>○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i></li> </ul>   |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• Demonstration of competency relating to the development and implementation of procedures should include <ul style="list-style-type: none"> <li>○ at least four types of support (support facilities and types of support) listed in the Range Statements</li> <li>○ at least three types of information and/or referral advice listed in the Range Statements</li> </ul> </li> <li>• This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions</li> <li>• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul> |

| KEY COMPETENCIES  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|   |                                 |                            |                             |                                     |                |                |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information -</b></li> <li>• <b>Communicating ideas and information -</b></li> <li>• <b>Planning and organising activities -</b></li> <li>• <b>Working with teams and others -</b></li> <li>• <b>Using mathematical ideas and techniques -</b></li> <li>• <b>Solving problems -</b></li> <li>• <b>Using technology -</b></li> </ul> <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p> |                                 |                            |                             |                                     |                |                |