

**NATIONAL  
SPORTS INDUSTRY TRAINING  
PACKAGE SRS99**

**Volume 2**

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This work is the result of wide consultations with many industry participants throughout Australia. Consequently it is a collaborative view not necessarily representing any specific body and no single body warrants its content or accepts any liability.

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Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information.

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## **FOREWORD**

It gives me great pleasure on behalf of the Board of Directors of Sport and Recreation Training Australia to write this short foreword for the second Training Package to be completed under the auspices of Sport and Recreation Training Australia.

All persons concerned with the development of this Training Package for the Sport industry deserve high commendation for the excellent materials contained in this Training Package.

The development of the competency standards, together with the assessment guidelines, the six generic sport and recreation qualifications, and twelve specific Sport qualifications, represents thousands of hours of input from hundreds of professionals, volunteers and participants involved in Sport.

This Training Package establishes a career path in the Sport industry for all those wishing to become involved in the vocational education and training system.

The acquisition of skills is fundamental to Australia's national economic and industrial well being. The forces of change are increasing the demand for skills rather than labour. Enterprises are increasingly becoming dependent upon their workforce to add value and high quality services and products. People with skills and the capacity to continually update their skills are required by such enterprises. These people will be able to make the most of the opportunities emerging in Australia's rapidly changing labour market.

Assessment and workplace training are integral functions, not only to skill development and recognition, but also to recruitment, to performance management, to supervision and team leadership. There are few enterprises that can afford to ignore these issues.

The Directors of Sport and Recreation Training Australia would like to thank all those who contributed to the development of the Training Package including industry representatives and the staff of Registered Training Organisations. Special thanks must also be extended to the staff of Sport and Recreation Training Australia for their overall supervision and sound advice throughout the development of this Training Package.



R.G. Romanes, OAM  
Chair  
Sport and Recreation Training Australia  
July 1999

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**MARKETING**

**MKT**

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## SRX MKT 001A      PLAN AND IMPLEMENT SERVICES TO MEET CLIENT NEEDS

MKT

Marketing

**DESCRIPTION: This unit covers the knowledge and skills required to identify new markets for recruitment of clients and to plan and implement services to meet the needs of new and existing clients.**

ELEMENT	PERFORMANCE CRITERIA
1. Research client profile	<ul style="list-style-type: none"> <li>a. Profile of <b>client</b> base is prepared that clearly identifies characteristics relevant to participation</li> <li>b. New markets for relevant services are identified from <b>regular reviews</b></li> <li>c. <b>Trends in participation</b> type and characteristics are monitored</li> <li>d. Sources of funding and financial viability associated with servicing identified needs is assessed</li> </ul>
2. Specify parameters of service	<ul style="list-style-type: none"> <li>a. <b>Client</b> needs are identified</li> <li>b. Purpose and intended outcomes for <b>service(s)</b> are clearly identified and documented</li> <li>c. Seasonal, time and other <b>constraints</b> on the provision of the <b>service(s)</b> are determined and documented</li> <li>d. Impact of organisation policy and business objectives on <b>service(s)</b> is confirmed</li> <li>e. <b>Relevant safety, legislative and code requirements</b> are identified to enable compliance and incorporation into planning</li> <li>f. Duty of care requirements are clearly identified and accounted for</li> </ul>
3. Determine type and availability of resources	<ul style="list-style-type: none"> <li>a. Resources selected are appropriate for the <b>service(s)</b>, venue and needs of clients</li> <li>b. Facilities and equipment are available in the required timeframes and meet required safety requirements</li> <li>c. Resource availability costs are within budget allocations</li> <li>d. Conditions of use are identified through liaison with <b>relevant authorities</b> and/or owners</li> </ul>
4. Schedule application of resources	<ul style="list-style-type: none"> <li>a. Resources are scheduled within budgeted allocations</li> <li>b. Schedules specify timeframes and key dates necessary for the effective conduct of the <b>service</b></li> <li>c. Resources are made available when required in relevant locations</li> <li>d. Schedules plan for contingencies and emergencies</li> <li>e. <b>Relevant parties</b> are informed of plans and schedules providing adequate lead times for implementation</li> </ul>
5. Develop a promotional strategy	<ul style="list-style-type: none"> <li>a. <b>Promotions</b> are targeted in line with marketing plan and are appropriate for the <b>service</b> and <b>clients</b></li> <li>b. Opportunities for <b>clients</b> to experience and become involved in appropriate <b>services</b> are identified</li> <li>c. Promotional activities are designed to increase participation</li> <li>d. Media used are suitable for target market and are within budget estimates</li> <li>e. Marketing occurs within required timeframe and maximises achievement of required outcomes</li> </ul>

## Range of Variables

**PLAN AND IMPLEMENT SERVICES TO MEET CLIENT NEEDS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Clients</b>	<ul style="list-style-type: none"> <li>a. participants</li> <li>b. individuals</li> <li>c. groups</li> <li>d. teams</li> <li>e. sponsors</li> <li>f. funding body</li> <li>g. government department</li> <li>h. staff</li> </ul>
<b>2. Constraints</b>	<ul style="list-style-type: none"> <li>a. physical</li> <li>b. time</li> <li>c. available skilled persons</li> <li>d. financial</li> <li>e. regulations and codes</li> </ul>
<b>3. Promotions</b>	<ul style="list-style-type: none"> <li>a. presentations</li> <li>b. discussions</li> <li>c. seminars</li> <li>d. demonstrations</li> <li>e. media interviews</li> <li>a. publications</li> <li>b. product launch</li> <li>c. special offers</li> <li>d. lunches</li> <li>e. dinners</li> </ul>
<b>4. Regular reviews</b>	<ul style="list-style-type: none"> <li>a. structured observation</li> <li>b. surveys</li> <li>c. questionnaires</li> <li>d. formal and informal interviews</li> <li>e. regular feedback</li> <li>f. industry research</li> </ul>
<b>5. Relevant authorities</b>	<ul style="list-style-type: none"> <li>a. police</li> <li>b. fire</li> <li>c. ambulance</li> <li>d. ruling board or organisation</li> <li>e. tribunals</li> </ul>
<b>6. Relevant safety, legislative and code requirements</b>	<ul style="list-style-type: none"> <li>a. Federal, state or local government authority permits</li> <li>b. sponsorship obligations</li> <li>c. venue and facility requirements</li> <li>d. sport drug agency</li> <li>e. local and regional authorities</li> <li>f. media</li> <li>g. police</li> <li>h. first aid providers</li> <li>i. fire and emergency services</li> <li>j. Occupational Health and Safety</li> <li>k. Consumer Affairs</li> <li>l. Equal Employment Opportunity</li> </ul>

	<ul style="list-style-type: none"> <li>m. Company Code</li> <li>n. insurance                             <ul style="list-style-type: none"> <li>n.1 public liability</li> <li>n.2 professional indemnity</li> <li>n.3 cancellation</li> </ul> </li> <li>o. organisation's policy and procedures</li> <li>p. international competition rules</li> <li>q. international sponsor contracts</li> <li>r. international media contracts</li> <li>s. professional association regulations</li> </ul>
<b>7. Relevant parties</b>	<ul style="list-style-type: none"> <li>a. organisation principals                             <ul style="list-style-type: none"> <li>a.1 board</li> <li>a.2 management</li> <li>a.3 volunteer coordinator</li> </ul> </li> <li>b. sponsors</li> <li>c. grant bodies</li> <li>d. members</li> <li>e. participants</li> </ul>
<b>8. Services</b>	<p>may include:</p> <ul style="list-style-type: none"> <li>a. events</li> <li>b. fixtures</li> <li>c. seasons</li> <li>d. classes</li> <li>e. training</li> <li>f. programs</li> <li>g. advice</li> <li>h. referrals</li> <li>i. information</li> <li>j. networking</li> <li>k. specialist advice</li> <li>l. child minding</li> </ul>
<b>9. Trends in participation</b>	<ul style="list-style-type: none"> <li>a. participation statistics</li> <li>b. participant feedback and comments</li> <li>c. surveys</li> <li>d. questionnaires</li> </ul>
<b>10. Work environment</b>	<ul style="list-style-type: none"> <li>a. industry sectors                             <ul style="list-style-type: none"> <li>a.1 sport</li> <li>a.2 fitness</li> <li>a.3 outdoor recreation</li> <li>a.4 community recreation</li> </ul> </li> <li>b. application can be in                             <ul style="list-style-type: none"> <li>b.1 competitive environments</li> <li>b.2 non-competitive environments</li> </ul> </li> <li>c. recreation industry information services                             <ul style="list-style-type: none"> <li>c.1 industry journals</li> <li>c.2 newspapers</li> <li>c.3 magazines</li> <li>c.4 club and association newsletters</li> <li>c.5 government information and publications</li> <li>c.6 accreditation/registration body publications</li> <li>c.7 research reports</li> </ul> </li> </ul>

Evidence Guide

**PLAN AND IMPLEMENT SERVICES TO MEET CLIENT NEEDS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the planning and implementing of services to meet client needs in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify markets for the recruitment of new clients and services</p> <p>c.2 Assess the impact of the new activities on the organisation</p> <p>c.3 Ensure adequate and appropriate resources are available for the activity</p> <p>c.4 Ensure all promotional activities are designed to increase participation</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 THH GCS 02A Promote products and services to clients</p> <p>a.2 SRX CLS 004A Promote advice in order to meet current and anticipated client requirements</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX MKT 002A Liaise with the media to promote the organisation</p> <p>c.2 THH GCS 007A Coordinate marketing activities</p> <p>c.3 THT SMA 01A Coordinate the production of brochures and marketing materials</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Industry events and activities</p> <p>a.2 Application of industry facilities and equipment</p> <p>a.3 Marketing principles and practices</p> <p>a.4 Media communication methods</p> <p>a.5 Financial management and budgeting</p> <p>a.6 Organisation's policy and procedures for client services</p> <p>a.7 Organisation's key purpose, prime functions and key departments</p> <p>a.8 Organisation's policy and procedures for the follow up of potential clients identified through promotional and client service activities</p> <p>a.9 Occupational Health and Safety and risk management procedures for coordination of a promotional activity</p> <p>b. Underpinning skills</p> <p>b.1 Planning and scheduling</p> <p>b.2 Communication – written and verbal</p> <p>b.3 Team and human resource management</p> <p>b.4 Use of technology in order to create a promotional activity</p> <p>b.5 Research skills to seek information on potential new markets for recruiting clients</p> <p>b.6 Problem solving skills to identify the best course of action if an unforeseen difficulty arises while conducting a promotional activity</p> <p>b.7 Literacy skills to clarify information contained in organisational or manufacturer's material about products or services</p>

<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to documentation on client services, promotional activities and market research material for the recruitment of new clients</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1

SRX MKT 002A

**LIAISE WITH THE MEDIA TO PROMOTE THE ORGANISATION**

MKT

Marketing

**DESCRIPTION: This unit covers the skills and knowledge required to prepare and distribute a media release and to prepare a media interview.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Prepare media release</b>	<ul style="list-style-type: none"> <li>a. Content of the <i>media</i> release, the message it is intended to carry and the chosen medium for circulation are clarified with the <b>appropriate person</b></li> <li>b. Specific details are researched for inclusion into the release</li> <li>c. Draft media release is prepared using suitable language to be read by the target audience, include all relevant details and following specified and <b>acceptable standards</b></li> </ul>
2. <b>Issue media release</b>	<ul style="list-style-type: none"> <li>a. The destination and appropriate timing of the release is clarified with the <b>appropriate person</b> to ensure it reaches the target market</li> <li>b. On approval by the <b>appropriate person</b>, the release is forwarded to the required destination</li> <li>c. Receipt of the draft is established and a clear understanding of content is clarified</li> </ul>
3. <b>Arrange media interviews</b>	<ul style="list-style-type: none"> <li>a. The most applicable <b>medium</b> is recommended which has been pre-determined to reach the target market</li> <li>b. Contact is made with a representative from the chosen media outlet and an appropriate interview time is arranged</li> <li>c. <b>Materials</b> required for the interview are prepared, specific data is researched and consultation with other individuals is held to clarify details</li> </ul>

## Range of Variables

**LIAISE WITH THE MEDIA TO PROMOTE THE ORGANISATION**

VARIABLE STATEMENT	CATEGORIES
1. <b>Acceptable standards</b>	<ul style="list-style-type: none"> <li>a. capital letters</li> <li>b. double spaced</li> <li>c. clear sharp messages</li> <li>d. conclude with "ENDS"</li> </ul>
2. <b>Appropriate person</b>	<ul style="list-style-type: none"> <li>a. Chief Executive Officer</li> <li>b. Board of Management</li> <li>c. Marketing Manager</li> <li>d. Public Relations Manager</li> <li>e. manager</li> </ul>
3. <b>Materials</b>	<ul style="list-style-type: none"> <li>a. media kit</li> <li>b. organisational information</li> <li>c. background information</li> <li>d. profile of person being interviewed</li> <li>e. equipment</li> </ul>
4. <b>Media</b>	<ul style="list-style-type: none"> <li>a. print</li> <li>b. radio</li> <li>c. television</li> </ul>
5. <b>Medium</b>	<ul style="list-style-type: none"> <li>a. print <ul style="list-style-type: none"> <li>a.1 daily newspaper</li> <li>a.2 business newspaper</li> <li>a.3 generalist magazine</li> <li>a.4 specialist magazine</li> <li>a.5 article</li> <li>a.6 review</li> </ul> </li> <li>b. television <ul style="list-style-type: none"> <li>b.1 news interview</li> <li>b.2 commercial</li> <li>b.3 program</li> <li>b.4 documentary</li> </ul> </li> <li>c. radio <ul style="list-style-type: none"> <li>c.1 interview</li> <li>c.2 talk-back</li> </ul> </li> </ul>

Evidence Guide

**LIAISE WITH THE MEDIA TO PROMOTE THE ORGANISATION**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of the factors influencing the preparation and sending of a media release and arranging a media interview in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:                         <ul style="list-style-type: none"> <li>c.1 Ensure the media release contains all relevant and accurate information and is formatted using acceptable standards</li> <li>c.2 Ensure the media release is sent to the appropriate destination and at the appropriate time</li> <li>c.3 Ensure the most applicable medium is chosen for a media interview to ensure the message reaches the identified target market</li> <li>c.4 Ensure all materials required for the interview are prepared and are checked for accuracy</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):                         <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):                         <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 SRX MKT 001A Plan and implement services to meet client needs</li> <li>c.2 THH GCS 07A Coordinate marketing activities</li> <li>c.3 THT SMA 01A Coordinate the production of brochures and marketing materials</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                         <ul style="list-style-type: none"> <li>a.1 Marketing principles and practices</li> <li>a.2 Media communication methods</li> <li>a.3 Financial management and budgeting</li> <li>a.4 Organisation's policies and procedures for marketing and promotions</li> <li>a.5 Organisation's key purpose, prime functions and key departments</li> <li>a.6 Defamation laws</li> <li>a.7 Anti Discrimination Act</li> <li>a.8 Racial Discrimination Act</li> <li>a.9 Sexual Discrimination Act</li> </ul> </li> <li>b. Underpinning skills                         <ul style="list-style-type: none"> <li>b.1 Planning and scheduling</li> <li>b.2 Communication – Written and verbal</li> <li>b.3 Team and human resource management</li> <li>b.4 Use of technology in order set up an media interview</li> <li>b.5 Research skills to seek information on the message of the media release</li> <li>b.6 Problem solving skills to identify the best course of action if a piece of equipment fails while preparing a media interview</li> <li>b.7 Literacy skills to clarify information on the intended message of the media release</li> </ul> </li> </ul>



<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to documentation on which to prepare a media release and media interview in a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	1	1

## SRX MKT 003A PROMOTE ORGANISATION'S ACTIVITIES

MKT

Marketing

**DESCRIPTION: This unit covers the knowledge and skills required to promote the organisation through advertisements and media coverage.**

ELEMENT	PERFORMANCE CRITERIA
1. Design and place advertisements	<ul style="list-style-type: none"> <li>a. <b>Advertisements</b> are relevant to activities and appropriate to target audience</li> <li>b. <b>Advertisements</b> are prepared and placed within allocated budgets and promotional schedules</li> <li>c. <b>Advertisements</b> meet requirements of industry ethics and advertising codes of practice</li> </ul>
2. Obtain media coverage	<ul style="list-style-type: none"> <li>a. <b>Media</b> selected is suitable for <b>promotional strategy</b> and target group</li> <li>b. Editorial and photo articles are developed as a cost effective alternative to paid <b>media</b> coverage</li> <li>c. <b>Media</b> promotion is within allocated budget and scheduled timeframes</li> </ul>
3. Develop and maintain an industry network	<ul style="list-style-type: none"> <li>a. A suitable database of industry contacts is maintained with suitable demographic profile information</li> <li>b. Contact with <b>industry network</b> is scheduled to ensure on-going relationships are maintained</li> <li>c. Contacts are regularly reviewed for relevance and new network participants sought where appropriate</li> <li>d. <b>Industry networks</b> are appropriate to business, marketing and <b>promotional strategy</b></li> </ul>
4. Undertake educational activities	<ul style="list-style-type: none"> <li>a. <b>Educational activities</b> are planned to meet promotional targets</li> <li>b. Activities are appropriate to audience and delivered within budget allocation</li> <li>c. <b>Educational activities</b> achieve objectives as required by the <b>promotional strategy</b></li> </ul>
5. Create positive image through public relations	<ul style="list-style-type: none"> <li>a. <b>Public relations</b> activities provide a client service focus for the organisation</li> <li>b. Participants and other <b>relevant parties</b> are included in evaluation activities to ensure commitment</li> <li>c. The standard and consistency of presentation internally and externally is specified and monitored</li> <li>d. Difficult and negative exposure is dealt with in a positive and sensitive manner</li> <li>e. The organisation is presented as fair and open to public review where appropriate</li> </ul>
6. Evaluate promotion	<ul style="list-style-type: none"> <li>a. Evaluation methods are planned to introduce a minimum of disruption to promotional activities</li> <li>b. Relevant data and feedback is collected in order to assess effectiveness of promotional activities</li> <li>c. Response of target groups to promotional activities is monitored against program plans and objectives</li> <li>d. Outcomes of promotional activities is measured against objectives to assess degree of success</li> </ul>

## Range of Variables

**PROMOTE ORGANISATION'S ACTIVITIES**

VARIABLE STATEMENT	CATEGORIES
1. Advertisements	<ul style="list-style-type: none"> <li>a. editorial</li> <li>b. pictorial</li> <li>c. television commercials</li> <li>d. television documentaries</li> <li>e. graphic designed adds</li> <li>f. classified adds</li> <li>g. information outlets               <ul style="list-style-type: none"> <li>g.1 yellow pages telephone book</li> <li>g.2 business guides</li> <li>g.3 business display information stands</li> <li>g.4 billboards</li> </ul> </li> </ul>
2. Educational activities	<ul style="list-style-type: none"> <li>a. talks</li> <li>b. seminars</li> <li>c. workshops</li> <li>d. demonstrations</li> <li>e. trade shows</li> <li>f. presentations</li> <li>g. public speaking</li> </ul>
3. Industry networks	<ul style="list-style-type: none"> <li>a. professional associates</li> <li>b. clubs</li> <li>c. committees</li> <li>d. control bodies</li> <li>e. suppliers</li> <li>f. associations</li> <li>g. sponsors (existing and potential)</li> <li>h. associated and related industries</li> <li>i. funding bodies</li> <li>j. partners</li> <li>k. participants</li> <li>l. teams</li> <li>m. unions</li> <li>n. organisations</li> <li>o. peers</li> <li>p. amateurs</li> <li>q. professionals</li> </ul>
4. Industry sectors	<ul style="list-style-type: none"> <li>a. sport</li> <li>b. fitness</li> <li>c. outdoor recreation</li> <li>d. community recreation</li> </ul>
5. Media	<ul style="list-style-type: none"> <li>a. print</li> <li>b. radio</li> <li>c. television</li> </ul>
6. Promotional strategy	<ul style="list-style-type: none"> <li>a. is considered as a part of the organisation's marketing strategy</li> </ul>

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<b>7. Public relations</b>	<ul style="list-style-type: none"><li>a. public image management</li><li>b. media liaison</li><li>c. codes and standards</li><li>d. ethics</li></ul>
<b>8. Relevant legislation and industry codes</b>	<ul style="list-style-type: none"><li>a. Occupational Health and Safety</li><li>b. consumer affairs</li><li>c. equal opportunity</li><li>d. advertising and media legislation</li><li>e. company code</li><li>f. organisation articles of association</li><li>g. professional association regulations</li><li>h. codes and guidelines</li></ul>
<b>9. Relevant parties</b>	<ul style="list-style-type: none"><li>a. participants</li><li>b. supporters</li><li>c. observers</li><li>d. members</li><li>e. officials</li></ul>

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Evidence Guide

**PROMOTE ORGANISATION'S ACTIVITIES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of designing and placing advertisements and creating a positive public image of the organisation through public relations activities in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Design advertisements that will promote the organisation's services and products to the targeted audience</p> <p>c.2 Develop relationships with media that will benefit the organisation by ensuring information and promotional material is accepted in a positive manner</p> <p>c.3 Develop and maintain contacts within the industry in order to network and promote the organisation</p> <p>c.4 Ensure all public relations activities reflect the organisation's policies and are presented in a open and friendly manner</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX MKT 001A Plan and implement services to meet client needs</p> <p>a.2 SRX MKT 002A Liaise with the media to promote the organisation</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX MKT 004A Analyse and respond to changing markets</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Industry ethics and advertising codes of practice</p> <p>a.2 Media communication methods</p> <p>a.3 Financial management and budgeting</p> <p>a.4 Organisation's policies and procedures for marketing and promotions</p> <p>a.5 Organisation's key purpose, prime functions and key departments</p> <p>a.6 Defamation laws</p> <p>a.7 Anti Discrimination Act</p> <p>a.8 Racial Discrimination Act</p> <p>a.9 Sexual Discrimination Act</p> <p>a.10 Sales and marketing principles and practices and the ability to interpret a marketing plan</p> <p>a.11 General knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display</p> <p>a.12 Organisation's policies and procedures for client services</p> <p>a.13 Occupational Health and Safety and risk management procedures for coordination of a promotional activity</p> <p>a.14 Legal issues that affect marketing activities</p> <p>a.15 Industry and marketing knowledge including sales networks and distribution systems and customer trends and preferences</p> <p>b. Underpinning skills</p> <p>b.1 Presentation skills</p> <p>b.2 Communication – written and verbal</p>

	<ul style="list-style-type: none"> <li>b.3 Time management skills</li> <li>b.4 Team and human resource management</li> <li>b.5 Use of technology in order set up an media interview</li> <li>b.6 Literacy skills to clarify information on the intended message of the media release</li> <li>b.7 Planning and organisational skills in specific relation to marketing activities</li> <li>b.8 Research skills to seek information in the most appropriate form for the promotion for a particular situation</li> <li>b.9 Problem solving skills to identify the best course of action if a piece of equipment fails during a promotional activity</li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to documentation of design principles and practices for the design of advertisements and the development of public relations activities, and access to real industry networks in order to develop industry relationships</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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

## SRX MKT 004A ANALYSE AND RESPOND TO CHANGING MARKETS

MKT

Marketing

**DESCRIPTION: This unit covers the knowledge and skills required to review external and internal environments in order to recommend changes and improvement to the organisation and implement the changes in a manner that is positive and productive.**

ELEMENT	PERFORMANCE CRITERIA
1. Review operating environment	<ul style="list-style-type: none"> <li>a. <b>Strategies</b> are developed to maximise the understanding of the organisation's <b>external operating environment</b> including competitors, local culture and clients</li> <li>b. <b>Internal operating environment</b> is reviewed using current <b>information</b> from staff members, clients feedback and external sources</li> <li>c. <b>External operating environment</b> is analysed using current, accurate <b>information</b> which reflects emerging and predicted trends</li> <li>d. Review systems to reflect possible future organisation operating policies and procedures, technology, partners, competitors and other relevant organisations</li> </ul>
2. Identify and evaluate competitors	<ul style="list-style-type: none"> <li>a. Strengths and weaknesses of existing and potential competitors are identified and evaluated using accurate and current <b>information</b></li> <li>b. Information is gained from ethical, cost effective sources according to organisation policy</li> <li>c. Organisation plans/targets are adjusted according to information gained from <b>external operating environment</b> to maximise success of organisation</li> </ul>
3. Assess internal strengths	<ul style="list-style-type: none"> <li>a. Opportunities for new and existing products and services are evaluated using accurate, current <b>information</b></li> <li>b. Merchandise or service delivery is evaluated using accurate, current information</li> </ul>
4. Forecast trends and developments	<ul style="list-style-type: none"> <li>a. Future trends and developments are regularly projected using accurate, current <b>information</b></li> <li>b. <b>Impact</b> of future trends and developments on organisation operations are clearly identified</li> <li>c. New technology is regularly investigated and assessed for possible organisation application</li> <li>d. Forecasts are reported using accurate qualitative and quantitative <b>information</b></li> </ul>
5. Recommend and implement improvements	<ul style="list-style-type: none"> <li>a. Improvements are recommended and implemented based on forecasts</li> <li>b. Strategies are developed and implemented to maximise future business, client service and profit</li> </ul>
6. Respond to change	<ul style="list-style-type: none"> <li>a. Changes in organisation operating environment are identified accurately and promptly</li> <li>b. Policies and procedures are developed and implemented to effectively respond to changes in <b>external operating environment</b> without undue delay</li> </ul>
7. Communicate internally and externally	<ul style="list-style-type: none"> <li>a. Internal and external correspondence or personal communications are implemented according to organisation policy and procedures</li> <li>b. Personal presentation is professional and in line with organisation policy</li> <li>c. Written communications are summarised to convey key points which are clear, concise and in line with organisation policies</li> </ul>

## Range of Variables

**ANALYSE AND RESPOND TO CHANGING MARKETS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Communication</b>	<ul style="list-style-type: none"> <li>a. internal or external contacts</li> <li>b. personal, face to face or electronic media</li> <li>c. written correspondence</li> <li>d. memorandums</li> <li>e. routine or specialist reports</li> </ul>
2. <b>External operating environment</b>	<ul style="list-style-type: none"> <li>a. markets               <ul style="list-style-type: none"> <li>a.1 advertising/marketing targets</li> <li>a.2 clients</li> <li>a.3 local culture/environment</li> </ul> </li> <li>b. competitors               <ul style="list-style-type: none"> <li>b.1 product and service range</li> <li>b.2 pricing policies</li> <li>b.3 marketing policies</li> </ul> </li> <li>c. new or existing               <ul style="list-style-type: none"> <li>c.1 products or services</li> <li>c.2 suppliers</li> <li>c.3 technology</li> </ul> </li> <li>d. government legislative bodies affecting               <ul style="list-style-type: none"> <li>d.1 employment conditions</li> <li>d.2 staff</li> <li>d.3 trade practices</li> <li>d.4 consumer law</li> <li>d.5 occupational health and safety</li> </ul> </li> <li>e. management information systems</li> <li>f. legislative change</li> <li>g. economic change</li> <li>h. political environment</li> <li>i. demographic changes</li> <li>j. community issues</li> <li>k. technological change</li> <li>l. natural disasters</li> </ul>
3. <b>Impact</b>	<ul style="list-style-type: none"> <li>a. working relationships</li> <li>b. public relations</li> <li>c. productivity/effectiveness measures</li> <li>d. working environment</li> <li>e. quality of services/products</li> <li>f. industrial relations</li> <li>g. individual skills/knowledge and career paths</li> <li>h. morale</li> <li>i. professional or technical procedures and protocols</li> </ul>
4. <b>Information</b>	<ul style="list-style-type: none"> <li>a. contacts with others inside or outside the organisation</li> <li>b. clients</li> <li>c. staff</li> <li>d. management</li> <li>e. management information systems</li> <li>f. publications, business journals, newspapers, conferences/courses</li> </ul>
5. <b>Internal operating environment</b>	<ul style="list-style-type: none"> <li>a. operating climate/culture</li> <li>b. existing merchandise and service range</li> </ul>



	<ul style="list-style-type: none"> <li>c. possible future merchandise and service range</li> <li>d. possible future retail technology systems</li> <li>e. problems in sales and service delivery</li> <li>f. clients</li> <li>g. staff</li> <li>h. internal</li> <li>i. changing work structures</li> <li>j. management change</li> <li>k. improvements for increased productivity</li> <li>l. enterprise bargaining</li> </ul>
<b>6. Strategies</b>	<ul style="list-style-type: none"> <li>a. written or verbal data</li> <li>b. surveys</li> <li>c. formal or informal meetings</li> <li>d. quantitative and qualitative data</li> <li>e. management of information technology systems</li> </ul>
<b>7. Work environment</b>	<ul style="list-style-type: none"> <li>a. industry sectors                         <ul style="list-style-type: none"> <li>a.1 sport</li> <li>a.2 fitness</li> <li>a.3 outdoor recreation</li> <li>a.4 community recreation</li> </ul> </li> <li>b. industrial implications                         <ul style="list-style-type: none"> <li>b.1 conditions of service including working conditions</li> <li>b.2 associated legislation and industrial agreements, eg, awards</li> <li>b.3 Occupational Health and Safety</li> <li>b.4 Equal Employment Opportunity and industrial democracy</li> <li>b.5 union/management/employee consultative process</li> <li>b.6 grievance procedures</li> </ul> </li> <li>c. security procedures</li> <li>d. size of organisation</li> <li>e. type of organisation</li> <li>f. location</li> <li>g. complexity</li> <li>h. product/service range</li> <li>i. legislation</li> </ul>

Evidence Guide

**ANALYSE AND RESPOND TO CHANGING MARKETS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the changes to the external and internal operating environments and the need for change in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify and analyse information about features of the operating environment which now, or in the future will impact on organisation operations</p> <p>c.2 Identify and implement changes to maximise future business, client service and profit</p> <p>c.3 Develop and implement strategies to implement changes</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX MKT 001A Plan and implement services to meet client needs</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX MKT 003A Promote organisation’s activities</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 In depth knowledge of organisation’s policies and procedures, particularly in regard to information on internal and external operating environment and, review of external and internal operating environment</p> <p>a.2 In depth knowledge of: social and cultural environment; characteristics of clients; market for organisation’s products and services; sources of supply of products and services; competitors; existing technology; and, new technology</p> <p>b. Underpinning skills</p> <p>b.1 In depth knowledge of principles and techniques in: change management; and planning and organising activities, including public speaking and group presentation</p> <p>b.2 In depth knowledge of principles and techniques in collecting, analysing and organising information, including: qualitative and quantitative analysis; and evaluation of information</p> <p>b.3 In depth knowledge of principles and techniques in: solving problems; and using and applying technology</p> <p>b.4 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to information on: markets; competitors; products and services; suppliers; and new technology in a real or simulated environment and relevant documentation, including:</p> <p>a.1 organisation policy on communication</p> <p>a.2 legislation and statutory requirements</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

<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	3	3

## SRX MKT 005A      PREPARE A MARKETING PLAN TO ACHIEVE GOALS

MKT

Marketing

**DESCRIPTION:** This unit covers the knowledge and skills required to prepare and develop a marketing strategy that is in line with the policies and objectives of the organisation, as well as planning and implementing promotional activities to achieve the marketing objectives outlined in the marketing strategy.

ELEMENT	PERFORMANCE CRITERIA
1. Clarify organisation objectives	<ul style="list-style-type: none"> <li>a. Principles and policy of the organisation are obtained and documented if required, to enable the <b>marketing</b> effort to be focused</li> <li>b. Marketing strategies are in line with the organisations' operational plans</li> <li>c. The objectives and focus of the organisation are confirmed with <b>principals</b> where appropriate</li> </ul>
2. Research alternative options to meet objectives	<ul style="list-style-type: none"> <li>a. Appropriate research is undertaken on marketing alternatives</li> <li>b. Organisation members, participants and other <b>relevant parties</b> are consulted where appropriate</li> <li>c. <b>Specialist marketing advice</b> is sought where necessary</li> <li>d. Options proposed are based on reliable data and substantiated trends</li> </ul>
3. Assess viability of alternatives	<ul style="list-style-type: none"> <li>a. Valid assessment criteria that relate marketing options to business objectives are prepared</li> <li>b. Comparisons and cost benefit analysis are undertaken in order to rank options in terms of suitability</li> <li>c. Decisions on suitable options reflect operational objectives and are based on valid assessment</li> <li>d. Decisions are confirmed with <b>relevant parties</b></li> </ul>
4. Prepare a marketing strategy	<ul style="list-style-type: none"> <li>a. Marketing strategy is clearly defined to ensure <b>promotional activities</b> are relevant to marketing directions</li> <li>b. Price of service and/or product is defined for each market niche</li> <li>c. Target markets are profiled and readily identifiable</li> <li>d. Planned marketing activities are scheduled within appropriate timeframes</li> <li>e. Measurable <b>performance targets</b> are set and agreed with relevant parties in advance of any marketing activity</li> </ul>
5. Monitor and review marketing plan	<ul style="list-style-type: none"> <li>a. Valid and reliable data on marketing performance is collected in line with <b>performance targets</b></li> <li>b. An objective assessment of the marketing plan and implementation is made by a comparison of data against defined expectations</li> <li>c. Information on marketing performance is made available for planning to ensure future developments incorporate required changes and improvements</li> </ul>

## Range of Variables

**PREPARE A MARKETING PLAN TO ACHIEVE GOALS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Marketing</b>	<ul style="list-style-type: none"> <li>a. increase participation</li> <li>b. increase return on investment</li> <li>c. create or present an image</li> </ul>
<b>2. Performance targets</b>	<ul style="list-style-type: none"> <li>a. level of memberships</li> <li>b. number of participants</li> <li>c. level of awareness</li> <li>d. degree of competition</li> <li>e. sales volumes</li> <li>f. community endorsement and support</li> <li>g. sponsor interest and contacts</li> </ul>
<b>3. Principals</b>	<ul style="list-style-type: none"> <li>a. Board of Management</li> <li>b. Chief Executive Officer</li> <li>c. Marketing Manager</li> <li>d. Public Relations Manager</li> <li>e. supervisor</li> <li>f. manager</li> </ul>
<b>4. Promotional activities</b>	<ul style="list-style-type: none"> <li>a. promotional events</li> <li>b. display and signage initiatives</li> <li>c. trade and journalist familiarisations</li> <li>d. product development</li> <li>e. market research</li> <li>f. advertising</li> <li>g. industry and public relations activities</li> </ul>
<b>5. Relevant parties</b>	<ul style="list-style-type: none"> <li>a. sponsors</li> <li>b. grant bodies</li> <li>c. members</li> <li>d. participants</li> </ul>
<b>6. Specialist marketing advice</b>	<ul style="list-style-type: none"> <li>a. tele-marketing</li> <li>b. direct marketing</li> <li>c. public relations</li> <li>d. advertising</li> <li>e. corporate</li> <li>f. media</li> <li>g. film</li> </ul>
<b>7. Work environment</b>	<ul style="list-style-type: none"> <li>a. industry sectors <ul style="list-style-type: none"> <li>a.1 sport</li> <li>a.2 community recreation</li> <li>a.3 fitness</li> <li>a.4 outdoor recreation</li> </ul> </li> <li>b. legislation and industry codes <ul style="list-style-type: none"> <li>b.1 Equal Employment Opportunity</li> <li>b.2 audit requirements</li> <li>b.3 Trade Practices Act</li> <li>b.4 Company Code</li> </ul> </li> </ul>

Evidence Guide

**PREPARE A MARKETING PLAN TO ACHIEVE GOALS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of the factors influencing the preparation of a marketing plan in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:                         <ul style="list-style-type: none"> <li>c.1 Demonstrate an understanding of the policies and objectives of the organisation in order to develop a marketing plan that is in line with these objectives</li> <li>c.2 Consult with all relevant parties in order to determine appropriate marketing options that are cost effective and in line with the organisation's objectives</li> <li>c.3 Develop promotional activities that support the marketing strategy</li> <li>c.4 Evaluate marketing activities and prepare comprehensive reports that will assist in future planning</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):                         <ul style="list-style-type: none"> <li>a.1 SRX MKT 003A Promote organisation's activities</li> <li>a.2 SRX MKT 004A Analyse and respond to changing markets</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):                         <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 SRX MKT 006A Initiate and maintain communication with sponsors/funding organisations</li> <li>c.2 SRX MKT 007A Monitor the membership base to ensure retention</li> <li>c.3 SRX MKT 008A Manage activities designed to increase public awareness of the organisation</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                         <ul style="list-style-type: none"> <li>a.1 Media communication methods</li> <li>a.2 Financial management and budgeting</li> <li>a.3 Organisation's policies and procedures for marketing and promotions</li> <li>a.4 Organisation's objectives, key purpose, prime functions and key departments</li> <li>a.5 Sales and marketing principles and practices and the ability to develop a marketing plan</li> <li>a.6 Sound knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display</li> <li>a.7 Organisation's policies and procedures for client services</li> <li>a.8 Occupational Health and Safety and risk management procedures for management of promotional activities</li> <li>a.9 Legal issues that affect marketing activities</li> <li>a.10 Industry and marketing knowledge including sales networks and distribution systems and customer trends and preferences</li> </ul> </li> <li>b. Underpinning skills                         <ul style="list-style-type: none"> <li>b.1 Negotiation skills in order to negotiate at all levels including, employees, unions, management, external consultants, manufacturers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>b.2 Investigating skills to determine the best marketing options in order to achieve the organisation's marketing objectives</li> <li>b.3 Problem solving skills to overcome impediments to achieving performance targets</li> <li>b.4 Time management skills to ensure promotional activities are in line with the marketing strategy</li> <li>b.5 Evaluation skills to evaluate performance targets and recommend modifications or improvements</li> <li>b.6 Data collection and analysis skills to gather and assess marketing alternatives</li> <li>b.7 Public speaking, group presentation skills</li> <li>b.8 Planning skills to manage promotional activities that are part of the marketing strategy</li> <li>b.9 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence</li> <li>b.10 Team and human resource management</li> <li>b.11 Use of technology in order to understand management systems</li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to documentation of promotional activities and sample marketing strategies in a real or simulated work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	1	3	1

SRX MKT 006A

**INITIATE AND MAINTAIN COMMUNICATION WITH SPONSORS/FUNDING ORGANISATIONS**

MKT

Marketing

**DESCRIPTION: This unit covers the knowledge and skills required to research information for the development of a sponsorship proposal that is in line with the organisation's aims and objectives and to facilitate the presentation of a sponsorship proposal to a potential sponsor in order to get the best possible outcome.**

ELEMENT	PERFORMANCE CRITERIA
<b>1. Prepare sponsorship proposals</b>	<ul style="list-style-type: none"> <li>a. After analysis of the organisation, its demographic make-up and the aims and objectives and policy of the organisation, the amount and <b>type of sponsorship</b> required is determined</li> <li>b. Appropriate networks for sponsorship are researched and developed in line with the policies, aims and objectives of the organisation</li> <li>c. Appropriate <b>sponsors</b> are identified on the basis of supporting the principles and policies of the organisation and approached for sponsorship</li> <li>d. <b>Available documentation</b> and current data is drawn upon in order to draft the sponsorship proposal document</li> <li>e. <b>Benefits</b> for the sponsor are identified and duly highlighted</li> <li>f. Information regarding sponsorship opportunities is produced in a professional format and distributed to potential sponsors</li> <li>g. Where appropriate <b>additional opportunities</b> are discussed and negotiated with the sponsor</li> </ul>
<b>2. Facilitate presentation of sponsorship proposal</b>	<ul style="list-style-type: none"> <li>a. Proposals are distributed to the <b>appropriate person</b> within the targeted organisation</li> <li>b. Follow-up is conducted with the appropriate person to arrange meeting details</li> <li>c. <b>Supporting material</b> specific to the sponsor meeting is prepared</li> <li>d. Meetings with potential sponsors are attended and the presentation process is facilitated</li> <li>e. Written contracts/agreements are made with the sponsor to include full details of commitments made by both parties</li> </ul>
<b>3. Implement sponsorship activities</b>	<ul style="list-style-type: none"> <li>a. Colleagues are briefed on details of sponsorship arrangements</li> <li>b. Activities are organised in accordance with sponsorship agreement and all agreements made are honored</li> <li>c. Activities are monitored and evaluated and adjustments made accordingly</li> <li>d. Feedback is provided to and requested from sponsor</li> <li>e. Wherever possible, opportunities are taken to enhance value of involvement for sponsors and benefits for the host organisation</li> <li>f. Sponsor payments and other contract formalities are monitored and actioned throughout the project</li> </ul>
<b>4. Follow up with sponsors</b>	<ul style="list-style-type: none"> <li>a. Follow up contact is made with the sponsor after the meeting/event</li> <li>b. Reports and results are recorded/provided to the sponsor</li> </ul>



## Range of Variables

**INITIATE AND MAINTAIN COMMUNICATION WITH SPONSORS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Additional opportunities</b>	<ul style="list-style-type: none"> <li>a. add-ons</li> <li>b. cross selling</li> <li>c. upgrades</li> <li>d. additional activities</li> <li>e. use of corporate logo opportunities</li> </ul>
<b>2. Appropriate person</b>	<ul style="list-style-type: none"> <li>a. Chief Executive Officer</li> <li>b. Board of Management</li> <li>c. Marketing Manager</li> <li>d. Public Relations Manager</li> </ul>
<b>3. Available documentation</b>	<ul style="list-style-type: none"> <li>a. demographic data on membership</li> <li>b. legal documentation</li> <li>c. Australian Bureau of Statistics data</li> <li>d. retention statistics</li> <li>e. costs</li> <li>f. benefits</li> <li>g. event background</li> </ul>
<b>4. Benefits</b>	<ul style="list-style-type: none"> <li>a. increased participation</li> <li>b. increased sales</li> <li>c. increased membership</li> <li>d. return on investment</li> <li>e. increase in public image/profile</li> </ul>
<b>5. Sponsors</b>	<ul style="list-style-type: none"> <li>a. individuals</li> <li>b. private companies</li> <li>c. government agencies</li> <li>d. industry organisations/associations</li> <li>e. educational institutions</li> <li>f. manufacturers</li> </ul>
<b>6. Supporting material</b>	<ul style="list-style-type: none"> <li>a. research data</li> <li>b. business plan</li> <li>c. marketing strategy</li> <li>d. statistics</li> <li>e. financial projections</li> </ul>
<b>7. Type of sponsorship</b>	<ul style="list-style-type: none"> <li>a. in-kind</li> <li>b. financial</li> <li>c. naming rights</li> <li>d. joint promotional activities</li> <li>e. expertise</li> <li>f. membership of organisation</li> <li>g. conference sponsorship</li> <li>h. physical items (event promotional items)</li> <li>i. meals</li> <li>j. morning and afternoon tea</li> <li>k. travel</li> <li>l. entertainment</li> <li>m. speaker sessions</li> <li>n. social events</li> </ul>

## Evidence Guide

**INITIATE AND MAINTAIN COMMUNICATION WITH SPONSORS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the preparation and presentation of sponsorship proposals in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Research the organisation in order to determine what the sponsorship targets will be</p> <p>c.2 Develop and maintain industry networks in order to identify possible sponsorship opportunities</p> <p>c.3 Develop a sponsorship proposal that identifies benefits to the sponsor</p> <p>c.4 Facilitate the sponsorship presentation to ensure maximum benefit to the sponsor and the organisation</p> <p>c.5 Manage the entire sponsorship process for a given meeting/event</p> <p>c.6 Demonstrate a comprehensive knowledge of practices and protocols in relation to meeting/event sponsorship</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX MKT 003A Promote organisation's activities</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX FIN 008A Secure financial resources to support the organisation</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX MKT 005A Prepare a marketing plan to achieve goals</p> <p>c.2 SRX MKT 007A Monitor the membership base to ensure retention</p> <p>c.3 SRX MKT 008A Manage activities designed to increase public awareness of the organisation</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Media communication methods</p> <p>a.2 Financial management and budgeting</p> <p>a.3 Organisation's policies and procedures for marketing, promotions and sponsorship</p> <p>a.4 Organisation's objectives, key purpose, prime functions and key departments</p> <p>a.5 Sales and marketing principles and practices and the ability to develop a sponsorship proposal</p> <p>a.6 Sound knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display</p> <p>a.7 Organisation's policies and procedures for client services</p> <p>a.8 Occupational Health and Safety and risk management procedures for management of promotional activities</p> <p>a.9 Legal issues that affect marketing activities</p> <p>a.10 Industry and marketing knowledge including sales networks and distribution systems and customer trends and preferences</p> <p>b. Underpinning skills</p> <p>b.1 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers</p>

	<ul style="list-style-type: none"> <li>b.2 Investigating skills to determine the best sponsorship options in order to achieve the organisation's sponsorship objectives</li> <li>b.3 Problem solving skills to overcome impediments to achieving performance targets within the sponsorship proposal</li> <li>b.4 Time management skills to ensure promotional activities are in line with the sponsorship proposal and clients remain informed and agreeable to solutions</li> <li>b.5 Evaluation skills to evaluate performance targets within the sponsorship proposal and instigate modifications or improvements</li> <li>b.6 Data collection and analysis skills to gather and assess success of the sponsorship proposal</li> <li>b.7 Public speaking, group presentation skills</li> <li>b.8 Planning skills to manage promotional activities that are part of the sponsorship proposal</li> <li>b.9 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence</li> <li>b.12 Team and human resource management</li> <li>b.13 Use of technology in order to understand management systems</li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to documentation of sponsorship proposals and ways of developing industry networks</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	1

SRX MKT 007A

**MONITOR THE MEMBERSHIP BASE TO ENSURE RETENTION**

MKT

Marketing

**DESCRIPTION: This unit covers the knowledge and skills required to assess current membership data and develop strategies to retain current members while attracting new members to the organisation.**

ELEMENT	PERFORMANCE CRITERIA
1. Analyse current membership requirements	a. Current <i>membership data</i> is obtained, total figures and demographic information is extracted which accurately reflects the make-up of the membership population
2. Identify current membership requirements	a. Regular contact with <i>members</i> is maintained by way of written and verbal <i>communication</i> b. Strategies are designed and developed that encourage input and feedback from members c. Needs and expectations of <i>clients</i> are assessed and communicated to other <i>staff members</i> , options to meet identified needs are developed
3. Assess services and resources	a. Problems with the delivery of services/resources are highlighted and discussed with other <i>staff members</i> b. Options for upgrading resources/ <i>services</i> are explored and recommended to resolve the issues systematically
4. Develop strategies to ensure retention of members and attract new ones	a. Staffing, work practices and resources are modified to reflect the needs indicated b. Strategies are developed to match the internal situation with the external demands c. Methods of monitoring are established and put into place d. Target groups for potential membership are recognised and acted upon

## Range of Variables

**MONITOR THE MEMBERSHIP BASE TO ENSURE RETENTION**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Clients</b>	<ul style="list-style-type: none"> <li>a. participants</li> <li>b. individuals</li> <li>c. groups</li> <li>d. teams</li> <li>e. sponsors</li> <li>f. funding body</li> <li>g. government department</li> <li>h. staff</li> </ul>
<b>2. Communication</b>	<ul style="list-style-type: none"> <li>a. letters</li> <li>b. evaluation forms</li> <li>c. questionnaires</li> <li>d. suggestion box</li> <li>e. member focus group meetings</li> <li>f. presentations</li> <li>g. special functions</li> <li>h. special offers</li> </ul>
<b>3. Members</b>	<ul style="list-style-type: none"> <li>a. clients</li> <li>b. players</li> <li>c. competitors</li> <li>d. patrons</li> <li>e. users of facilities</li> <li>f. guests</li> <li>g. sponsors</li> </ul>
<b>4. Membership data</b>	<ul style="list-style-type: none"> <li>a. names</li> <li>b. length of membership</li> <li>c. participation rate</li> <li>d. use of facilities</li> <li>e. consumption of products and services</li> </ul>
<b>5. Services</b>	<ul style="list-style-type: none"> <li>a. merchandise</li> <li>b. membership</li> <li>c. events</li> <li>d. competitions</li> <li>e. tours and transport</li> <li>f. conferences and conventions</li> <li>g. function facilities</li> <li>h. entertainment</li> <li>i. restaurant facilities</li> <li>j. food and beverage</li> <li>k. "add-on" services</li> </ul>
<b>5. Staff members</b>	<ul style="list-style-type: none"> <li>a. full time/part time/casual</li> <li>b. volunteers</li> <li>c. work experience students</li> <li>d. board of management</li> </ul>

## Evidence Guide

**MONITOR THE MEMBERSHIP BASE TO ENSURE RETENTION**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the current membership base and trends and develop strategies to increase membership numbers in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Analyse information on the current membership base of the organisation and develop strategies to retain these members</p> <p>c.2 Identify ways of improving membership benefits</p> <p>c.3 Develop strategies to attract new members</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 BSX FMI 507A Manage quality client service</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX MKT 005A Prepare a marketing plan to achieve goals</p> <p>c.2 SRX MKT 006A Initiate and maintain communication with sponsors/funding organisations</p> <p>c.3 SRX MKT 008A Manage activities designed to increase public awareness of the organisation</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Financial management and budgeting</p> <p>a.2 Organisation's policies and procedures for marketing, promotions and membership and client services</p> <p>a.3 Organisation's objectives, key purpose, prime functions and key departments</p> <p>a.4 Sales and marketing principles and practices and the ability to develop a membership proposal</p> <p>a.5 Sound knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display</p> <p>a.6 Occupational Health and Safety and risk management procedures for management of membership and promotional activities</p> <p>b. Underpinning skills</p> <p>b.1 Negotiation skills in order to negotiate at all levels including, members, clients, potential sponsors, employees, unions, management, external consultants, manufacturers</p> <p>b.2 Investigating skills to determine the best membership activity options in order to achieve the organisation's membership objectives</p> <p>b.3 Problem solving skills to overcome impediments to achieving performance targets within the membership strategy</p> <p>b.4 Data collection and analysis skills to gather and assess membership trends</p> <p>b.5 Public speaking, group presentation skills</p> <p>b.6 Planning skills to manage promotional activities that are part of the membership strategy</p> <p>b.7 Literacy and numeracy skills in regard to preparation, analysis,</p>

	<p>evaluation and reporting of forecasts, trends and recommendations, and business correspondence</p> <p>b.8 Team and human resource management</p> <p>b.9 Use of technology in order to understand management systems</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to documentation on membership trends, demographics and statistics and a work environment with clients and staff</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	1	3	1

SRX MKT 008A

**MANAGE ACTIVITIES DESIGNED TO INCREASE PUBLIC AWARENESS OF THE ORGANISATION**

MKT

Marketing

**DESCRIPTION: This unit covers the knowledge and skills required to coordinate fundraising activities and “hands on” promotional activities for the organisation; to represent the organisation at public forums and to choose the most appropriate medium for advertising the organisations products and services.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Manage fundraising activities</b>	a. Ensure appropriate methods of fundraising are identified, based on <ul style="list-style-type: none"> <li>a.1 the needs of the organisation</li> <li>a.2 designated timeframes</li> <li>a.3 personnel and resources available</li> <li>a.4 desired outcomes</li> </ul>
2. <b>Manage “hands on” promotional activities</b>	a. Ensure planning sessions for <i>promotional activities</i> are conducted to enable other staff members to have an input b. Ensure dates and times for <i>promotional activities</i> are coordinated to maximise public exposure c. Prospective venues are located and inspected for <i>promotional activities</i> to ensure best exposure of the organisation d. Displays are organised to increase public understanding and promote the activities of the organisation e. <i>Promotional material</i> is distributed to members of the public f. ‘Personalities’ are arranged to be in attendance who are able to promote the principles and practices of the organisation g. A variety of sessions are delivered, including participatory sessions, to convey the objectives and services of the organisation
3. <b>Attend public functions/seminars as the representative from your organisation</b>	a. Present information on the organisation that is in accordance with the principles and practices of the organisation
4. <b>Manage the placement of advertisements / editorials in industry specific publications</b>	a. Industry specific publications are identified as being in the realm of the activities of the organisation and therefore will reach the target market of the organisation b. Advertisements/editorials are placed in the <i>publication</i> to attract reader’s attention



## Range of Variables

## MANAGE ACTIVITIES DESIGNED TO INCREASE PUBLIC AWARENESS OF THE ORGANISATION

VARIABLE STATEMENT	CATEGORIES
1. Publication	<ul style="list-style-type: none"> <li>a. daily newspaper</li> <li>b. business newspaper</li> <li>c. generalist magazine</li> <li>d. specialist magazine</li> <li>e. article</li> <li>f. review</li> </ul>
2. Promotional activities	<ul style="list-style-type: none"> <li>a. promotional events</li> <li>b. display and signage initiatives</li> <li>c. trade and journalist familiarisations</li> <li>d. product development</li> <li>e. market research</li> <li>f. advertising</li> <li>g. industry and public relations activities</li> </ul>
3. Promotional material	<ul style="list-style-type: none"> <li>a. newsletters</li> <li>b. fliers</li> <li>c. advertisements</li> <li>d. editorials</li> <li>e. posters</li> <li>f. calendars</li> <li>g. competition/registration forms</li> <li>h. stickers</li> <li>i. invitations</li> <li>j. videos</li> <li>k. slides</li> <li>l. books</li> <li>m. information kits</li> </ul>

## Evidence Guide

**MANAGE ACTIVITIES DESIGNED TO INCREASE PUBLIC AWARENESS OF THE ORGANISATION**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of managing a range of activities to promote public awareness of the organisation in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Develop appropriate methods of fundraising</p> <p>c.2 Coordinate a range of promotional activities to increase public awareness</p> <p>c.3 Represent the organisation at a range of public events</p> <p>c.4 Identify the most appropriate medium for advertising the organisation</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX MKT 003A Promote organisation's activities</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX MKT 005A Prepare a marketing plan to achieve goals</p> <p>c.2 SRX MKT 006A Initiate and maintain communication with sponsors/funding organisations</p> <p>c.3 SRX MKT 007A Monitor the membership base to ensure retention</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Industry ethics and advertising codes of practice</p> <p>a.2 Media communication methods</p> <p>a.3 Financial management and budgeting</p> <p>a.4 Organisation's policies and procedures for marketing and promotions</p> <p>a.5 Organisation's key purpose, prime functions and key departments</p> <p>a.6 Defamation laws</p> <p>a.7 Anti Discrimination Act</p> <p>a.8 Racial Discrimination Act</p> <p>a.9 Sexual Discrimination Act</p> <p>a.10 Sales and marketing principles and practices and the ability to develop a marketing plan</p> <p>a.11 General knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display</p> <p>a.12 Organisation's policies and procedures for client services</p> <p>a.13 Occupational Health and Safety and risk management procedures for coordination of a promotional activity</p> <p>a.14 Legal issues that affect marketing activities</p> <p>a.15 Industry and marketing knowledge including sales networks and distribution systems and customer trends and preferences</p> <p>b. Underpinning skills</p> <p>b.1 Presentation skills</p> <p>b.2 Communication – written and verbal</p> <p>b.3 Time management skills</p>

	<ul style="list-style-type: none"> <li>b.4 Team and human resource management</li> <li>b.5 Use of technology in order set up an media interview</li> <li>b.6 Literacy skills to clarify information on the intended message of the media release or article</li> <li>b.7 Planning and organisational skills in specific relation to marketing activities</li> <li>b.8 Research skills to seek information in the most appropriate form for the promotion of a particular situation</li> <li>b.9 Problem solving skills to identify the best course of action if a piece of equipment fails during a promotional activity</li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to documentation on a range of promotional activities and samples of a range of industry publications and access to a work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	1	3	1

## THH GCS 02A      PROMOTE PRODUCTS AND SERVICES TO CLIENTS

MKT

Marketing

**DESCRIPTION: This unit deals with skills and knowledge required to promote products and services to clients. It relates to situations where the sales function is not the primary focus of work activity.**

ELEMENT	PERFORMANCE CRITERIA
<b>1. Develop product/service and market knowledge</b>	<ul style="list-style-type: none"> <li>a. <i>Opportunities</i> are taken to develop product/service knowledge</li> <li>b. <i>Informal and formal research</i> is used to update knowledge</li> <li>c. <i>Client</i> feedback and workplace observation is used to evaluate products, services and promotional initiatives</li> <li>d. Knowledge obtained is shared with colleagues to enhance the sales-effectiveness of the team</li> <li>e. Information gained from workplace experience and direct client contact is passed to the <i>appropriate person</i> for consideration in future planning</li> <li>f. Changes in client preferences are identified</li> <li>g. Ideas for product and service adjustments to meet <i>client</i> needs are suggested to the <i>appropriate person</i> in accordance with organisation's policy</li> </ul>
<b>2. Encourage clients to use and buy products and services</b>	<ul style="list-style-type: none"> <li>a. Accurate information about products and services is offered to <i>clients</i></li> <li>b. <i>Selling techniques</i> are employed to encourage usage and purchase</li> <li>c. <i>Clients</i> are made aware of possible "<i>extras</i>" and "<i>add-ons</i>"</li> <li>d. Products and services are promoted in accordance with current organisational goals and promotional focus</li> </ul>

## Range of Variables

**PROMOTE PRODUCTS AND SERVICES TO CLIENTS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Appropriate person</b>	<ul style="list-style-type: none"> <li>a. team members</li> <li>b. supervisor</li> <li>c. section manager</li> <li>d. Public Relations Manager</li> <li>e. Marketing Manager</li> <li>f. Client Services Manager</li> </ul>
<b>2. Clients</b>	<ul style="list-style-type: none"> <li>a. participants</li> <li>b. officials</li> <li>c. groups</li> <li>d. teams</li> <li>e. sponsors</li> <li>f. funding body</li> <li>g. government department</li> <li>h. staff</li> <li>i. spectators</li> </ul>
<b>3. Extras and add-ons</b>	<ul style="list-style-type: none"> <li>a. additional membership time</li> <li>b. discounts</li> <li>c. upgrades</li> <li>d. cross-selling</li> <li>e. special offers</li> </ul>
<b>4. Informal and formal research</b>	<ul style="list-style-type: none"> <li>a. discussion with colleagues</li> <li>b. reading organisational information</li> <li>c. research of product and service information brochures</li> <li>d. general media</li> <li>e. manufacturer site visits</li> <li>f. client surveys/questionnaires</li> <li>g. statistical information</li> </ul>
<b>5. Opportunities</b>	<ul style="list-style-type: none"> <li>a. tours of manufacturing plant</li> <li>b. sit in on discussions with colleagues on products and services</li> <li>c. read organisational information</li> <li>d. read manufacturer's literature</li> <li>e. assist colleagues at promotional and client service activities</li> </ul>
<b>6. Products and services</b>	<ul style="list-style-type: none"> <li>a. activities/programs</li> <li>b. merchandise</li> <li>c. membership</li> <li>d. events</li> <li>e. competitions</li> <li>f. tours and transport</li> <li>g. conferences and conventions</li> <li>h. function facilities</li> <li>i. entertainment</li> <li>j. restaurant facilities</li> <li>k. food and beverage</li> <li>l. professional</li> </ul>
<b>7. Selling techniques</b>	<ul style="list-style-type: none"> <li>a. promotional material displayed</li> <li>b. all client service staff trained</li> <li>c. all client service staff trained in organisation's selling "script"</li> <li>d. all client service staff fully briefed on products and services offered</li> </ul>

Evidence Guide

**PROMOTE PRODUCTS AND SERVICES TO CLIENTS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the promotion of products and services to clients in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Access information on the products and services of the organisation and where appropriate recommend changes to meet client needs</p> <p>c.2 Use selling techniques to promote products and services</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 THT SMA 02A Create a promotional display/stand</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's policies and procedures for client services</p> <p>a.2 Organisation's key purpose, prime functions and key departments</p> <p>a.3 Organisation's policy and procedures for the follow up of potential clients identified through promotional and client service activities</p> <p>a.4 Occupational Health and Safety and risk management procedures for coordination of a promotional activity</p> <p>a.5 Knowledge of typical technical requirements for promotional activities</p> <p>a.6 Knowledge of typical layouts for promotional activities</p> <p>a.7 General selling techniques</p> <p>b. Underpinning skills</p> <p>b.1 Use of technology in order to create a promotional activity</p> <p>b.2 Referral skills to identify to whom to refer questions on the appropriate response to a request from a client</p> <p>b.3 Research skills to seek information on the organisation's products and services</p> <p>b.4 Problem solving skills to identify the best course of action if an unforeseen difficulty arises while conducting a promotional activity</p> <p>b.5 Literacy skills to clarify information contained in organisational or manufacturer's material about products or services</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to organisational and manufacturer's information about products and services offered by the organisation</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>

**6. Context for assessment**

- a. Competency must be demonstrated in a real or simulated work environment
- b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	1	2	1

## THH GCS 07A      COORDINATE MARKETING ACTIVITIES

MKT

Marketing

**DESCRIPTION: This unit deals with the skills and knowledge required to coordinate a range of marketing and promotional activities.**

ELEMENT	PERFORMANCE CRITERIA
<p>1. <b>Plan marketing and promotional activities</b></p>	<p>a. <b>Promotional activities</b> are planned and scheduled in accordance with the marketing plan or other organisational system</p> <p>b. Overall objectives for activities are agreed with <b>appropriate colleagues</b></p> <p>c. Relevant information is identified, analysed and incorporated into short-term planning including:</p> <ul style="list-style-type: none"> <li>c.1 marketing reports</li> <li>c.2 sales report</li> <li>c.3 financial statistics</li> <li>c.4 marketplace trends</li> <li>c.5 competitive activity</li> </ul> <p>d. Detailed action plans for <b>promotional activities</b> are developed and implemented at the appropriate time</p>
<p>2. <b>Coordinate participation in trade and consumer shows</b></p>	<p>a. Invitations to participants in trade and consumer shows are evaluated to take account of the following factors</p> <ul style="list-style-type: none"> <li>a.1 consistency with overall marketing direction</li> <li>a.2 level of exposure to be achieved</li> <li>a.3 matching of attendees to target markets</li> <li>a.4 financial resources issues</li> <li>a.5 human resource requirements</li> <li>a.6 timing of event</li> </ul> <p>b. When participation is confirmed, a plan is created to ensure timely attention to the following issues</p> <ul style="list-style-type: none"> <li>b.1 staffing requirements and briefings</li> <li>b.2 availability of brochures and display materials</li> <li>b.3 contracting of other services</li> <li>b.4 travel arrangements</li> <li>b.5 strategies to ensure <b>maximum benefits</b></li> <li>b.6 fulfilling administrative and procedural requirements</li> </ul> <p>c. Participation is reviewed for effectiveness, and future amendments made accordingly</p>
<p>3. <b>Coordinate in-house promotions</b></p>	<p>a. In-house promotions are scheduled and organised according to the marketing plan</p> <p>b. A plan for promotions is created and implemented to take account of the following issues</p> <ul style="list-style-type: none"> <li>b.1 objectives of the promotion</li> <li>b.2 venue and location</li> <li>b.3 duration</li> <li>b.4 date selection</li> <li>b.5 style and format of event</li> <li>b.6 technical equipment needed</li> <li>b.7 number of invitees</li> <li>b.8 who to invite</li> <li>b.9 <b>promotional materials</b> required</li> <li>b.10 budget available</li> <li>b.11 public relations implications</li> <li>b.12 design and distribution of invitations</li> </ul>



	<ul style="list-style-type: none"> <li>b.13 coordination of RSVPs</li> <li>b.14 need for <b>external assistance</b></li> <li>b.15 staffing implications</li> <li>b.16 strategies for maximising attendance and impact</li> <li>b.17 possible cooperative approaches</li> <li>c. Promotions are reviewed for effectiveness and future amendments made accordingly</li> </ul>
<p><b>4. Coordinate familiarisations</b></p>	<ul style="list-style-type: none"> <li>a. Familiarisation programs are developed and conducted both in response to particular requests and as proactive projects to take account of                         <ul style="list-style-type: none"> <li>a.1 <b>potential benefit</b> to the organisation</li> <li>a.2 current promotional focus of the organisation</li> <li>a.3 agreements with other organisations and suppliers</li> <li>a.4 matching of itineraries to individual or group needs</li> <li>a.5 use of new or unusual products to create maximum impact</li> <li>a.6 free of charge negotiations with product suppliers</li> <li>a.7 operational and budgetary constraints</li> </ul> </li> <li>b. Appropriate participants are selected according to promotional objectives</li> <li>c. Administrative and booking details are efficiently organised</li> <li>d. Where appropriate familiarisations are escorted in a professional and friendly manner</li> <li>e. Familiarisations are reviewed for effectiveness and future amendments made accordingly</li> </ul>
<p><b>5. Undertake a general public relations role</b></p>	<ul style="list-style-type: none"> <li>a. Relationships with industry and media colleagues are established and conducted in a manner that enhances the positive image of the organisation</li> <li>b. Networks are used to assist in the implementation of <b>promotional activities</b></li> <li>c. Where appropriate, public relations resources are developed including media releases and industry/media support materials</li> </ul>
<p><b>6. Develop special products to meet client needs</b></p>	<ul style="list-style-type: none"> <li>a. Opportunities to develop products to meet particular client needs are identified</li> <li>b. Specific needs are established through consultation with the client</li> <li>c. Development of products is agreed within scope of individual responsibility</li> <li>d. Products are developed in conjunction with <b>appropriate colleagues</b></li> </ul>
<p><b>7. Review and report on promotional activities</b></p>	<ul style="list-style-type: none"> <li>a. Reports are prepared in accordance with the organisation's policy and required timeframes</li> <li>b. Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning</li> <li>c. Informal reports are made to relevant colleagues to maximise opportunity to meet team targets</li> <li>d. All activities are reviewed in accordance with agreed evaluation methods, and the results incorporated into future planning</li> </ul>

## Range of Variables

**COORDINATE MARKETING ACTIVITIES**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Appropriate colleagues</b>	<ul style="list-style-type: none"> <li>a. team members</li> <li>b. supervisor</li> <li>c. manager</li> <li>d. Public Relations Manager</li> <li>e. Marketing Manager</li> </ul>
<b>2. External assistance</b>	<ul style="list-style-type: none"> <li>a. sub-editors</li> <li>b. graphic designers</li> <li>c. typesetters</li> <li>d. sales representatives</li> <li>e. photographers</li> <li>f. producers</li> <li>g. printers</li> </ul>
<b>3. Maximum benefits</b>	<ul style="list-style-type: none"> <li>a. increased membership</li> <li>b. increased awareness</li> <li>c. increased sales</li> <li>d. increased attendance</li> <li>e. increased participation</li> </ul>
<b>4. Potential benefits</b>	<ul style="list-style-type: none"> <li>a. increased membership</li> <li>b. increased awareness</li> <li>c. increased sales</li> <li>d. increased attendance</li> <li>e. increased participation</li> </ul>
<b>5. Promotional activities</b>	<ul style="list-style-type: none"> <li>a. promotional events</li> <li>b. display and signage initiatives</li> <li>c. trade and journalist familiarisations</li> <li>d. limited product development within scope of individual responsibility</li> <li>e. market research</li> <li>f. advertising</li> <li>g. industry and public relations activities</li> </ul>
<b>6. Promotional materials</b>	<ul style="list-style-type: none"> <li>a. newsletters</li> <li>b. fliers</li> <li>c. advertisements</li> <li>d. editorials</li> <li>e. posters</li> <li>f. calendars</li> <li>g. competition/registration forms</li> <li>h. stickers</li> <li>i. invitations</li> <li>j. videos</li> <li>k. slides</li> <li>l. books</li> <li>m. information kits</li> <li>n. audio tapes</li> <li>o. static displays</li> <li>p. jingles</li> <li>q. banners</li> <li>r. signboards</li> <li>s. membership forms</li> </ul>

## Evidence Guide

**COORDINATE MARKETING ACTIVITIES**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of the factors influencing the coordination of a range of marketing and promotional activities in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 Coordinate and organise a number of promotional activities within the context of the organisation</li> <li>c.2 Demonstrate logical and thorough activity planning including development of supporting organisational systems</li> <li>c.3 Ensure familiarisation visits are conducted in a professional and friendly manner</li> <li>c.4 Establish relationships with industry and the media</li> <li>c.5 Develop products to meet particular customer needs</li> <li>c.6 Ensure reports are prepared that give clear and concise information on the promotional and marketing activities that have been implemented</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 THH GCS 02A Promote products and services to clients</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 SRX MKT 001A Plan and implement services to meet client needs</li> <li>c.2 SRX MKT 002A Liaise with the media to promote the organisation</li> <li>c.3 THT SMA 01A Coordinate the production of brochures and marketing materials</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Reports are prepared in accordance with the organisation's policy and required timeframes</li> <li>a.2 Sales and marketing principles and practices and the ability to interpret a marketing plan</li> <li>a.3 General knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display</li> <li>a.4 Media communication methods</li> <li>a.5 Financial management and budgeting</li> <li>a.6 Organisation's policies and procedures for marketing and promotions</li> <li>a.7 Organisation's key purpose, prime functions, key departments, products and services</li> <li>a.8 Organisation's policies and procedures for client services</li> <li>a.9 Occupational Health and Safety and risk management procedures for coordination of a promotional activity</li> <li>a.10 Legal issues that affect marketing activities</li> <li>a.11 Industry and marketing knowledge including sales networks and distribution systems and customer trends and preferences</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>b. Underpinning skills                             <ul style="list-style-type: none"> <li>b.1 Planning and organisational skills in specific relation to marketing activities</li> <li>b.2 Communication – Written and verbal</li> <li>b.3 Team and human resource management</li> <li>b.4 Research skills to seek information on the most appropriate form of promotion for a particular situation</li> <li>b.5 Problem solving skills to identify the best course of action if a piece of equipment fails during a promotional activity</li> <li>b.6 Literacy skills to clarify information on the intended message of the promotion</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to documentation on planned and proposed promotional activities in a real or simulated work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	1

## THT SMA 01A

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.**

ELEMENT	PERFORMANCE CRITERIA
1. Plan the production of brochures and marketing materials	a. Production of brochures and marketing material is effectively planned with appropriate actions designed to take account of the following factors <ul style="list-style-type: none"> <li>a.1 objectives of the material</li> <li>a.2 market for which material is required</li> <li>a.3 review of competitive materials</li> <li>a.4 style and size of material</li> <li>a.5 time parameters</li> <li>a.6 budget available</li> <li>a.7 in-house production capabilities</li> <li>a.8 distribution considerations – internal and external</li> <li>a.9 availability of required information</li> <li>a.10 any legal requirements or restrictions</li> </ul>
2. Produce information for inclusion	a. Accurate and complete information is produced or obtained from the appropriate source b. Information is presented in a clear and easily understood format c. Information is presented in a culturally appropriate way
3. Obtain quotations for artwork and printing as appropriate	a. Accurate specifications are provided to quoting organisations covering the following areas <ul style="list-style-type: none"> <li>b.1 size</li> <li>b.2 number of colors</li> <li>b.3 type of paper</li> <li>b.4 number of photographs</li> <li>b.5 layout and style of text</li> <li>b.6 total number required</li> <li>b.7 conditions of contract</li> <li>b.8 production and delivery deadlines</li> </ul> b. Comprehensive quotations are obtained with full details of potential <b>variations to cost and conditions</b> which may apply
4. Develop final copy for brochures and marketing materials	a. Copy is developed using <b>variations to cost and conditions</b> where appropriate to sell the products presented b. Copy is accurate regarding <b>practical and operational</b> details c. All <b>costs</b> are accurately presented with notes about conditions which may apply d. General conditions applying to information are clearly and accurately presented according to organisation's policy e. All copy is thoroughly checked for accuracy prior to submission to external/internal art house or printers

**5. Coordinate the production of brochures and marketing materials**

- a. Liaison is undertaken with production house or responsible staff member in a manner which permits accurate monitoring of production schedule
- b. All production work is fully checked and corrected as required
- c. All copy is re-checked and approved by **appropriate authority** only when totally accurate
- d. Artwork is approved according to company guidelines prior to commencement of printing
- e. **Brochures and marketing material** are obtained on schedule
- f. Contingency plans are put in place to allow for situations where timelines may be exceeded

## Range of Variables

**COORDINATE THE PRODUCTION OF BROCHURES AND MARKETING MATERIALS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Appropriate authority</b>	<ul style="list-style-type: none"> <li>a. supervisor</li> <li>b. manager</li> <li>c. Public Relations Manager</li> <li>d. Marketing Manager</li> <li>e. Chief Executive Officer</li> </ul>
2. <b>Brochures and marketing material</b>	<ul style="list-style-type: none"> <li>a. product brochures</li> <li>b. destinational guides</li> <li>c. promotional fliers and leaflets</li> <li>d. conference programs/registration forms</li> <li>e. event prospectus</li> <li>f. display materials</li> <li>g. product support manuals</li> <li>h. advertising materials</li> <li>i. direct mail pieces</li> <li>j. invitations</li> </ul>
3. <b>Costs</b>	<ul style="list-style-type: none"> <li>a. research</li> <li>b. writing</li> <li>c. artwork</li> <li>d. design</li> <li>e. printing</li> <li>f. distribution</li> </ul>
4. <b>Practical and operational details</b>	<ul style="list-style-type: none"> <li>a. copy is correct</li> <li>b. layout is as per agreement with production house</li> <li>c. layout is in print ready format</li> <li>d. all bromides are included</li> <li>e. all photographs are included</li> </ul>
5. <b>Variations to cost and conditions</b>	<ul style="list-style-type: none"> <li>a. if print run is increased/decreased</li> <li>b. if actual specifications are different from those quoted</li> <li>c. if not delivered to production house on agreed date/time</li> </ul>

## Evidence Guide

**COORDINATE THE PRODUCTION OF BROCHURES AND MARKETING MATERIALS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. 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</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Coordinate all elements of the brochure development process</p> <p>c.2 Produce materials that meet the stated objectives, provide current and accurate information and are free of error</p> <p>c.3 Demonstrate knowledge and understanding of production processes and terminology</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 THH GCS 02A Promote products and services to clients</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX MKT 001A Plan and implement services to meet client needs</p> <p>c.2 THH GCS 07A Coordinate marketing activities</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic creative writing techniques</p> <p>a.2 Market context for the materials being produced</p> <p>a.3 Print production processes and terminology</p> <p>a.4 Principles of planning</p> <p>a.5 Methods for researching, preparation and proofing of copy</p> <p>a.6 Legal issues that affect the production of printed material as appropriate to individual sectors/workplaces including copyright laws</p> <p>a.7 Organisation's key purpose, prime functions, key departments, products and services</p> <p>b. Underpinning skills</p> <p>b.1 Planning and organisational skills in specific relation to production of marketing materials</p> <p>b.2 Communication – Written and verbal</p> <p>b.3 Team and human resource management</p> <p>b.4 Research skills to seek information on the most appropriate information to be included in copy</p> <p>b.5 Problem solving skills to identify the best course of action if the production time is not met</p> <p>b.6 Literacy skills to clarify information on the intended message of the marketing material</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to documentation on the production of promotional brochures and other marketing material, and documentation on print production processes and terminology in a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources</p>



	consistent with those outlined in the Assessment Guidelines
<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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

## THT SMA 02A      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 contexts. This unit does not include all the skills of a professional display – rather it reflects the more general display skills.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Make preparations for display/stand</b>	<ul style="list-style-type: none"> <li>a. <b>Display/stand objectives</b> are clearly identified in consultation with <b>appropriate colleagues</b></li> <li>b. <b>Information</b> to assist in <b>display/stand</b> preparation is obtained at the appropriate time</li> <li>c. <b>Display/stand</b> is planned and adequate supplies of <b>materials</b> are selected and organised in accordance with the needs of the target market</li> <li>d. Assistance from <b>display specialists</b> is sought where appropriate</li> <li>e. Where appropriate, staff are rostered/employed and <b>briefed</b> to operate the <b>display/stand</b></li> </ul>
2. <b>Set up display</b>	<ul style="list-style-type: none"> <li>a. <b>Display/stand</b> is created/dressed in professional manner using recognised display techniques</li> <li>b. <b>Display stand</b> is checked to ensure client <b>safety</b></li> </ul>
3. <b>Provide client to support the display</b>	<ul style="list-style-type: none"> <li>a. Clients are provided with information on products/services being promoted in accordance with organisation's service standards</li> <li>b. Promotional materials are selected and provided to clients in accordance with their needs</li> <li>c. Details of potential clients are accurately <b>recorded</b> for future follow-up</li> </ul>
4. <b>Follow up sales opportunities</b>	<ul style="list-style-type: none"> <li>a. Potential sales opportunities are followed up within an appropriate timeframe</li> <li>b. <b>Style of the follow up activity</b> is selected in accordance with the nature of the opportunity</li> <li>c. Colleagues are consulted on follow up where appropriate</li> </ul>

## Range of Variables

**CREATE A PROMOTIONAL DISPLAY/STAND**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Appropriate colleagues</b>	<ul style="list-style-type: none"> <li>a. supervisor</li> <li>b. section manager</li> <li>c. team members</li> <li>d. Promotions Manager</li> <li>e. Public Relations Manager</li> <li>f. Marketing Manager</li> </ul>
<b>2. Briefed</b>	<ul style="list-style-type: none"> <li>a. purpose and objectives of display/stand</li> <li>b. roles and responsibilities of display/stand staff</li> <li>c. staff roster</li> <li>d. organisation's aims and objectives</li> <li>e. organisation's products and services</li> <li>f. key personnel with the organisation</li> </ul>
<b>3. Display specialists</b>	<ul style="list-style-type: none"> <li>a. window display specialists</li> <li>b. artistic designer studio</li> <li>c. Promotions Manager</li> <li>d. Marketing Manager</li> </ul>
<b>4. Display/stand</b>	<ul style="list-style-type: none"> <li>a. trade/consumer show</li> <li>b. stand at meeting/conference/event/program/competition</li> <li>c. in-house promotion</li> <li>d. window display</li> <li>e. shopping centre promotion</li> </ul>
<b>3. Information</b>	<ul style="list-style-type: none"> <li>a. venue</li> <li>b. set up/pull down times</li> <li>c. access to venue</li> <li>d. equipment available</li> <li>e. power point access</li> <li>f. dimensions of area for display</li> </ul>
<b>4. Materials</b>	<ul style="list-style-type: none"> <li>a. posters</li> <li>b. brochures</li> <li>c. display photos</li> <li>d. banners</li> <li>e. display stands</li> <li>f. television</li> <li>g. video machine</li> <li>h. promotional tapes</li> <li>i. microphone</li> <li>j. lectern</li> <li>k. blue tack</li> <li>l. thumb tacks</li> <li>m. scissors</li> <li>n. masking tape</li> <li>o. stick tape</li> <li>p. velcro strips</li> </ul>
<b>5. Objectives</b>	<ul style="list-style-type: none"> <li>a. promotion</li> <li>b. product launch</li> </ul>

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	<ul style="list-style-type: none"><li>c. competition launch</li><li>d. income generation</li><li>e. increased awareness</li></ul>
<b>6. Recorded</b>	<ul style="list-style-type: none"><li>a. manual</li><li>b. automated</li></ul>
<b>7. Safety</b>	<ul style="list-style-type: none"><li>a. access is clear of power cords, equipment and furniture</li><li>b. all display material is securely fastened</li><li>c. all equipment is in good working order</li><li>d. all overhanging display material is securely fastened</li></ul>
<b>8. Style of the follow up activity</b>	<ul style="list-style-type: none"><li>a. telephone call</li><li>b. visit</li><li>c. free pass</li><li>d. letter</li></ul>

## Evidence Guide

**CREATE A PROMOTIONAL DISPLAY/STAND**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of preparing and setting up a promotional display or stand in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 Identify the purpose and objectives of the promotional display or stand</li> <li>c.2 Ensure the promotional display or stand is fully prepared to allow the set-up to be completed efficiently and effectively and staff are fully briefed to operate the display or stand</li> <li>c.3 Ensure the promotional display or stand is set up in a professional manner and meets the stated objectives</li> <li>c.4 Ensure the safety of clients is maintained</li> <li>c.5 Ensure correct information is recorded on potential clients to enable follow up activities to take place</li> <li>c.6 Ensure follow up activities take place</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Organisation's service standards</li> <li>a.2 Organisation's key purpose, prime functions and key departments</li> <li>a.3 Organisation's policy and procedures for the follow up of potential clients identified through promotional activities</li> <li>a.4 Organisation's policy and procedures for coordinating a promotional display/stand</li> <li>a.5 Occupational Health and Safety and risk management procedures for coordination of a promotional display/stand</li> <li>a.6 Knowledge of typical technical requirements for promotional displays/stands</li> <li>a.7 Knowledge of typical layouts for promotional displays/stands</li> <li>a.8 General display techniques</li> </ul> </li> <li>b. Underpinning skills <ul style="list-style-type: none"> <li>b.1 Use of technology in order to create a promotional display/stand</li> <li>b.2 Referral skills to identify to whom to refer questions on the appropriate type of promotional materials to use for a promotional display/stand</li> <li>b.3 Research skills to seek information on the key purpose, key personnel prime functions and key departments of the organisation</li> <li>b.4 Problem solving skills to identify the best course of action if a non routine event occurs during the manning of a promotional display/stand</li> <li>b.5 Literacy skills to clarify information contained in organisation's policies and procedures for the coordination of a promotional display/stand</li> </ul> </li> </ul>

<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to promotional display materials in a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	2

**OCCUPATIONAL HEALTH AND SAFETY**

**OHS**

## Contents

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**SRX OHS 001A FOLLOW DEFINED OCCUPATIONAL HEALTH AND SAFETY POLICY AND PROCEDURES RELATING TO THE WORK BEING UNDERTAKEN IN ORDER TO ENSURE OWN SAFETY AND THAT OF OTHERS IN THE WORKPLACE**

OHS Occupational Health and Safety

**DESCRIPTION: 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. This unit is equivalent to the generic Occupational Health and Safety Competency A.**

ELEMENT	PERFORMANCE CRITERIA
<p><b>1. Follow workplace procedures for hazard identification and risk control</b></p>	<p>a. Hazards in the work area are recognised and reported to <i>designated personnel</i> according to <i>workplace procedures</i></p> <p>b. Workplace procedures and work instructions for controlling risks are followed accurately</p> <p>c. Workplace procedures for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities and competencies</p>
<p><b>2. Contribute to participative arrangements for the management of occupational health and safety</b></p>	<p>a. Occupational health and safety issues are raised with <i>designated personnel</i> in accordance with workplace procedures and relevant <i>occupational health and safety legislation</i></p> <p>b. Contribute to <i>participative arrangements</i> for occupational health and safety management in the workplace within organisational procedures and scope of responsibilities and competencies</p>

Range of Variables

**FOLLOW DEFINED OCCUPATIONAL HEALTH AND SAFETY POLICY AND PROCEDURES RELATED TO THE WORK BEING UNDERTAKEN IN ORDER TO ENSURE OWN SAFETY AND THAT OF OTHERS IN THE WORKPLACE**

VARIABLE STATEMENT	CATEGORIES
1. Designated personnel	<ul style="list-style-type: none"> <li>a. supervisors</li> <li>b. managers</li> <li>c. team leaders</li> <li>d. management occupational health and safety personnel</li> <li>e. other persons authorised or nominated by the organisation or industry to -                             <ul style="list-style-type: none"> <li>e.1. perform specified work</li> <li>e.2. approve specified work</li> <li>e.3. inspect specified work</li> <li>e.4. direct specified work</li> </ul> </li> </ul>
2. General context	applicable to persons without supervisory responsibility and includes: <ul style="list-style-type: none"> <li>a. school-based workers</li> <li>b. entry-level workers</li> <li>c. trainees</li> <li>d. apprentices</li> </ul>
3. Hazards identification	may include activities associated with: <ul style="list-style-type: none"> <li>a. checking equipment or work area before work commences (for damaged, broken or worn equipment)</li> <li>b. workplace inspections (for spillages, slippery/uneven surfaces, etc)</li> <li>c. housekeeping (ie., clear of obstructions)</li> </ul>
4. Occupational health and safety legislation	<ul style="list-style-type: none"> <li>a. 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>b. general duty of care under occupational health and safety legislation and common law</li> <li>c. provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees</li> <li>d. provisions relating to occupational health and safety issue resolution</li> </ul>
5. Participative arrangements	<ul style="list-style-type: none"> <li>a. formal and informal meetings which include occupational health and safety</li> <li>b. occupational health and safety committees</li> <li>c. other committees (eg, consultative, planning, purchasing)</li> <li>d. health and safety representatives</li> <li>e. suggestions, reports, concerns put forward by employees to management</li> </ul>
6. Workplace procedures	are arrangements for how workplace activities may be done. They may be formally documented or communicated verbally and include procedures which are: <ul style="list-style-type: none"> <li>a. general to the management of the organisation such as                             <ul style="list-style-type: none"> <li>a.1 job procedures and work instructions</li> </ul> </li> <li>b. specific to occupational health and safety, such as:                             <ul style="list-style-type: none"> <li>b.1 specific hazards</li> </ul> </li> </ul>

- b.2 emergency response
- b.3 consultation and participation
- b.4 issue resolution
- b.5 identifying hazards (eg, inspections)
- b.6 assessing risks
- b.7 controlling risks
- b.8 reporting occupational health and safety issues

**Evidence Guide**

**FOLLOW DEFINED OCCUPATIONAL HEALTH AND SAFETY POLICY AND PROCEDURES RELATED TO THE WORK BEING UNDERTAKEN IN ORDER TO ENSURE OWN SAFETY AND THAT OF OTHERS IN THE WORKPLACE**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Critical aspects of evidence to be considered are:</p> <ul style="list-style-type: none"> <li>a.1 demonstrated ability to recognise and report hazards to designated personnel</li> <li>a.2 demonstrated ability to accurately follow workplace procedures relevant to controlling risks in the workplace</li> <li>a.3 demonstrated ability to communicate about hazards and risks in the workplace</li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. Competency in this unit underpins competency in other aspects of the workplace role of employees without supervisory responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessment of a unit of competence relating to operation of plant and equipment could also involve assessing that the person is able to recognise and report any hazards associated with that plant or equipment</p>
<p><b>3. Required knowledge and skills</b></p>	<p>In demonstrating competency the following underpinning knowledge and skills should also be displayed:</p> <ul style="list-style-type: none"> <li>a. the rights and responsibilities of the workplace parties under Occupational Health and Safety Acts, regulations and codes of practice</li> <li>b. workplace occupational health and safety procedures relevant to the work being undertaken, including procedures for:             <ul style="list-style-type: none"> <li>b.1. recognising and reporting on hazards (eg, work area inspections)</li> <li>b.2. work operations to control risks (eg, permit to work systems, isolation procedures)</li> <li>b.3. responding to accidents, fires and emergencies</li> <li>b.4. raising occupational health and safety issues</li> <li>b.5. employee participation in occupational health and safety management (eg, consultative or occupational health and safety committees, joint employer/employee inspections)</li> </ul> </li> <li>c. 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, hazard assessment and control, occupational health and safety instruction and training, provision of occupational health and safety information)</li> <li>d. hazards that exist in the workplace</li> <li>e. the preferred order of ways to control hazards (known as the hierarchy of control)</li> <li>f. the meaning of occupational health and safety symbols found on signs and labels in the workplace</li> <li>g. designated personnel responsible for occupational health and safety</li> </ul>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this unit requires the person being assessed to have access to:</p> <ul style="list-style-type: none"> <li>a.1 relevant policies, procedures and programs</li> <li>a.2 details of the established organisational occupational health and safety system</li> <li>a.3 information about the rights and responsibilities of the workplace parties under Occupational Health and Safety Acts, regulations</li> </ul>

	<p>and codes of practice</p> <p>a.4 information on hazards and risks relevant to the workplace</p> <p>b. Assessment of this unit requires access to:</p> <p>b.1 relevant Occupational Health and Safety Acts, regulations and codes of practice</p> <p>b.2 organisation occupational health and safety policies and procedures</p> <p>b.3 personal protective equipment</p> <p>b.4 relevant work areas for identification of hazards and control measures</p> <p>c. The assessor should have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.</p>
<b>5. Method of assessment</b>	<p>a. To ensure that the contingency management component 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. When assessing entry level workers, assessment techniques that allow collection of evidence from relevant workplace experience should be used.</p> <p>b. Techniques for assessment should include:</p> <p>b.1 observation</p> <p>b.2 simulation</p> <p>b.3 case studies</p> <p>b.4 interviews</p> <p>b.5 written tests</p> <p>b.6 workplace projects</p>
<b>6. Context for assessment</b>	<p>a. This unit should be assessed by a combination of workplace and off-the-job assessment. The context for assessment should ensure that evidence relating to the contingency management component of competency can be collected. Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations. Conditions for simulations should:</p> <p>a.1 accurately simulate the range of activities and circumstances that the individual would be expected to deal with in the workplace</p> <p>a.2 allow for discussion</p> <p>a.3 ensure the relevant documents and resources available</p> <p>In particular, evidence of the ability to follow emergency procedures and contribute to participative arrangements may be gathered through simulations</p>

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

**SRX OHS 002A IMPLEMENT AND MONITOR THE ORGANISATION'S OCCUPATIONAL HEALTH AND SAFETY POLICIES, PROCEDURES AND PROGRAMS IN THE RELEVANT WORK AREA TO ACHIEVE AND MAINTAIN OCCUPATIONAL HEALTH AND SAFETY STANDARDS**

OHS

Occupational Health and Safety

**DESCRIPTION: 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 is equivalent to the generic Occupational Health and Safety Competency B.**

ELEMENT	PERFORMANCE CRITERIA
<p>1. Provide information to the work group about occupational health and safety and the organisation's occupational health and safety policies, procedures and programs</p>	<p>a. Relevant provisions of occupational health and safety <b>legislation</b> and codes of practice are accurately and clearly explained to the work group</p> <p>b. <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</p> <p>c. <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</p> <p>d. 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</p>
<p>2. Implement and monitor <b>participative arrangements</b> for the management of occupational health and safety</p>	<p>a. 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</p> <p>b. Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution</p> <p>c. The outcomes of consultation over occupational health and safety issues are made known to the work group promptly</p>
<p>3. Implement and monitor the organisation's procedures for <b>identifying hazards and assessing risks</b></p>	<p>a. Existing and potential hazards in the work area are identified and reported so that risk assessment and risk control procedures can be applied</p>
<p>4. Implement and monitor the</p>	<p>a. <b>Work procedures</b> to control risks are implemented and adherence to them by the work group is monitored in accordance with workplace</p>

<p><b>organisation's procedures for controlling risks</b></p>	<p>procedures</p> <ul style="list-style-type: none"> <li>b. Existing risk control measures are monitored and results reported regularly in accordance with workplace procedures</li> <li>c. Equipment is maintained in accordance with organisation policy and occupational health and safety regulations</li> <li>d. Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel</li> <li>e. Inadequacies in resource allocation for implementation of risk control measures are identified and reported to designated personnel</li> </ul>
<p><b>5. Implement the organisation's procedures for dealing with hazardous events and equipment</b></p>	<ul style="list-style-type: none"> <li>a. Workplace procedures for dealing with <b>hazardous events</b> are implemented whenever necessary to ensure that prompt control action is taken</li> <li>b. <b>Hazardous events</b> are investigated to identify their cause in accordance with investigation procedures</li> <li>c. Control measures to prevent recurrence and minimise risks of hazardous events are implemented based on the hierarchy of control if within scope of responsibilities and competencies or alternatively referred to designated personnel for implementation</li> <li>d. <b>Hazardous goods and equipment</b> are handled and stored in accordance with organisation's policy and occupational health and safety regulations</li> <li>e. Organisation emergency policies and procedures are implemented promptly</li> </ul>
<p><b>6. Implement and monitor the organisation's procedures for providing occupational health and safety training</b></p>	<ul style="list-style-type: none"> <li>a. Occupational health and safety training needs are identified accurately, specifying gaps between occupational health and safety competencies required and those held by work group members</li> <li>b. Arrangements are made for fulfilling identified occupational health and safety training needs in both on- and off-the-job training programs in consultation with relevant parties</li> </ul>
<p><b>7. Implement and monitor the organisation's procedures for maintaining occupational health and safety records</b></p>	<ul style="list-style-type: none"> <li>a. Occupational health and safety <b>records</b> for work area are accurately and legibly completed in accordance with workplace requirements for occupational health and safety records and legal requirements for the maintenance of records of occupational injury and disease</li> <li>b. Aggregate information from the area's occupational health and safety records is used to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities and competencies</li> </ul>

Range of Variables

**IMPLEMENT AND MONITOR THE ORGANISATION'S OCCUPATIONAL HEALTH AND SAFETY POLICIES, PROCEDURES AND PROGRAMS IN THE RELEVANT WORK AREA TO ACHIEVE AND MAINTAIN OCCUPATIONAL HEALTH AND SAFETY STANDARDS**

VARIABLE STATEMENT	CATEGORIES
<b>1. Controlling risks</b>	<ul style="list-style-type: none"> <li>a. measures to remove the cause of a risk at its source</li> <li>b. application of the hierarchy of control, namely                             <ul style="list-style-type: none"> <li>b.1 elimination of the risk</li> <li>b.2 engineering controls</li> <li>b.3 administrative controls</li> <li>b.4 personal protective clothing and equipment</li> </ul> </li> <li>c. consultation with workers and their representatives</li> </ul>
<b>2. Hazardous events</b>	<ul style="list-style-type: none"> <li>a. accidents</li> <li>b. fires and explosions</li> <li>c. emergencies such as chemical spills, bomb threats and violent incidents, eg, armed robberies</li> </ul>
<b>3. Hazardous goods/ equipment</b>	<ul style="list-style-type: none"> <li>a. use and storage of hazardous chemicals</li> <li>b. handling products treated with chemicals</li> <li>c. poisonous/allergenic effects of products</li> <li>d. electricity and water</li> </ul>
<b>4. Identifying hazards and assessing risks</b>	<ul style="list-style-type: none"> <li>a. audits</li> <li>b. workplace inspections</li> <li>c. housekeeping</li> <li>d. checking work area and/or equipment before and during work</li> <li>e. job and work system assessment</li> <li>f. reviews of occupational health and safety records, including registers of hazardous substances, dangerous goods, etc</li> <li>g. maintenance of plant and equipment</li> <li>h. purchasing of supplies and equipment (eg, review of material safety data sheets, manufacturer/supplier information)</li> <li>i. identifying employee concerns</li> </ul>
<b>5. Information</b>	<ul style="list-style-type: none"> <li>a. for the induction of new workers</li> <li>b. about the nature of work, tasks and procedures</li> <li>c. about hazards and risk management procedures</li> <li>d. to assist in work tasks</li> <li>e. as part of providing direct supervision (eg., to inexperienced workers)</li> <li>f. to communicate legislation and codes of practice (eg., relating to hazards in the work area)</li> <li>g. for consultation with health and safety representatives and occupational health and safety committees</li> </ul>
<b>6. Occupational health and safety legislation</b>	<ul style="list-style-type: none"> <li>a. State/Territory/Commonwealth Acts, regulations and codes of practice, including regulations and codes of practice relating to hazards present in the work area</li> <li>b. general duty of care under occupational health and safety legislation and common law</li> <li>c. requirements for the maintenance and confidentiality of records of</li> </ul>



	<ul style="list-style-type: none"> <li>occupational injury and disease</li> <li>d. requirements for provision of occupational health and safety information and training</li> <li>e. provisions relating to health and safety representatives and/or occupational health and safety committees</li> <li>f. provisions relating to occupational health and safety issue resolution</li> </ul>
<b>7. Occupational health and safety records</b>	<ul style="list-style-type: none"> <li>a. occupational health and safety audits and inspection reports</li> <li>b. equipment usage logs</li> <li>c. health surveillance and workplace environmental monitoring records</li> <li>d. records of instruction and training</li> <li>e. manufacturers and suppliers information, including material safety data sheets and dangerous goods storage lists</li> <li>f. hazardous substances registers</li> <li>g. maintenance reports, testing reports and logs</li> <li>h. workers compensation and rehabilitation records</li> <li>i. first aid/medical post records</li> </ul>
<b>8. Occupational health and safety training</b>	<ul style="list-style-type: none"> <li>a. induction training</li> <li>b. specific hazard training</li> <li>c. specific task or equipment training</li> <li>d. emergency and evacuation training</li> <li>e. training as part of broader programs (eg, equipment operation)</li> </ul>
<b>9. Participative arrangements</b>	<ul style="list-style-type: none"> <li>a. formal and informal meetings</li> <li>b. occupational health and safety committees</li> <li>c. other committees (eg, consultative, planning, purchasing)</li> <li>d. health and safety representatives</li> <li>e. suggestions, requests, reports and concerns put forward by employees to management</li> </ul>
<b>10. Procedures for dealing with hazardous events include</b>	<ul style="list-style-type: none"> <li>a. evacuation</li> <li>b. chemical containment</li> <li>c. first aid procedures</li> <li>d. accident/incident reporting and investigation</li> </ul>
<b>11. Workplace procedures</b>	<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>a. general to the management of the organisation such as: <ul style="list-style-type: none"> <li>a.1 job procedures and work instructions</li> <li>a.2 maintenance of plant and equipment</li> <li>a.3 purchasing of supplies and equipment</li> <li>a.4 counselling/disciplinary processes</li> </ul> </li> <li>b. specific to occupational health and safety, such as: <ul style="list-style-type: none"> <li>b.1 providing occupational health and safety information</li> <li>b.2 emergency response</li> <li>b.3 consultation and participation</li> <li>b.4 housekeeping</li> <li>b.5 specific hazards</li> <li>b.6 identifying hazards (eg, inspections)</li> <li>b.7 incident investigation</li> <li>b.8 assessing risks</li> <li>b.9 controlling risks</li> <li>b.10 personal protective equipment</li> <li>b.11 occupational health and safety training and assessment</li> <li>b.12 occupational health and safety record keeping</li> <li>b.13 reporting occupational health and safety issues</li> <li>b.14 occupational health and safety issue resolution</li> </ul> </li> </ul>

**Evidence Guide**

**IMPLEMENT AND MONITOR THE ORGANISATION'S OCCUPATIONAL HEALTH AND SAFETY POLICIES, PROCEDURES AND PROGRAMS IN THE RELEVANT WORK AREA TO ACHIEVE AND MAINTAIN OCCUPATIONAL HEALTH AND SAFETY STANDARDS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>Evidence is required of:</p> <ul style="list-style-type: none"> <li>a. knowledge, consistent with the elements of competence, of all applicable Occupational Health and Safety Acts, regulations and codes of practice</li> <li>b. understanding of, and ability to apply organisational management systems and procedures to occupational health and safety</li> <li>c. 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>d. 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>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. Competency in this unit underpins competency in other aspects of the workplace role of employees with supervisory responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessing a unit relating to supervising a work system could involve assessing that the person is able to identify and report any existing or potential hazards of the system</li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<p>In demonstrating competency the following underpinning knowledge and skills should also be displayed</p> <ul style="list-style-type: none"> <li>a. the provision 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>b. principles and practices of effective occupational health and safety management, such as:                         <ul style="list-style-type: none"> <li>b.1 risk management (ie, risk identification, risk assessment and risk control)</li> <li>b.2 the hierarchy of control</li> <li>b.3 elements of an effective occupational health and safety management system</li> <li>b.4 participation and consultation over occupational health and safety</li> <li>b.5 accident and incident investigation</li> </ul> </li> <li>c. hazards which exist in the workplace including                         <ul style="list-style-type: none"> <li>c.1 the range of control measures available for these hazards</li> <li>c.2 considerations for choosing between different control measures, such as possible inadequacies of particular control measures</li> </ul> </li> <li>d. 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>d.1 communicating about occupational health and safety issues</li> <li>d.2 consulting and allowing participation over occupational health and safety issues</li> <li>d.3 identifying and reporting on hazards, eg. through inspection reports</li> <li>d.4 assessing risks</li> <li>d.5 controlling risks</li> <li>d.6 monitoring risk control measures</li> <li>d.7 reporting budgetary and resource needs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>d.8 responding to and dealing with hazardous events</li> <li>d.9 occupational health and safety training</li> <li>d.10. occupational health and safety record keeping</li> <li>e. how the characteristics and composition of the workforce impact on the occupational health and safety management including             <ul style="list-style-type: none"> <li>e.1 literacy</li> <li>e.2 communication skills</li> <li>e.3 cultural background</li> <li>e.4 gender</li> <li>e.5 workers with disabilities</li> <li>e.6 part time, casual, contract workers</li> </ul> </li> <li>f. the relevance of occupational health and safety management to other organisational systems, policies and procedures, including:             <ul style="list-style-type: none"> <li>f.1 business planning (especially new technology, organisational change)</li> <li>f.2 budgeting</li> <li>f.3 purchasing</li> <li>f.4 maintenance</li> <li>f.5 contractors</li> <li>f.6 training</li> <li>f.7 consultation</li> <li>f.8 human resource management</li> </ul> </li> <li>g. 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>h. 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>i. ability to assess the resources needed to apply different risk control measures and make recommendations to management on that basis</li> </ul>
<p><b>4. Resource implications</b></p>	<ul style="list-style-type: none"> <li>a. Assessment of this unit requires access to:             <ul style="list-style-type: none"> <li>a.1 relevant Occupational Health and Safety Acts, regulations and codes of practice</li> <li>a.2 organisation occupational health and safety policies and procedures</li> <li>a.3 personal protective equipment</li> <li>a.4 relevant work areas for identification of hazards and control measures</li> </ul> </li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<p><b>5. Method of assessment</b></p>	<ul style="list-style-type: none"> <li>a. 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. Techniques for assessment could include:             <ul style="list-style-type: none"> <li>a.1 Observation</li> <li>a.2 Simulation</li> <li>a.3 Case studies</li> <li>a.4 Interviews</li> <li>a.5 Written tests</li> <li>a.6 Workplace projects</li> </ul> </li> </ul>
<p><b>6. Context for assessment</b></p>	<p>This unit should be assessed by a combination of workplace and off-the-job assessment. The context for assessment should ensure that evidence relating to the contingency management component of competency can be collected. Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations. Conditions for simulations should:</p> <ul style="list-style-type: none"> <li>a. accurately simulate the range of circumstances of the workplace</li> <li>b. allow for discussion</li> <li>c. ensure the relevant documents are available</li> </ul> <p>In particular, evidence of the ability to deal with a range of emergencies</p>

Implement and monitor the organisation's occupational health and safety policies, procedures and programs in the relevant work area to achieve and maintain occupational health and safety standards SRX OHS 002A

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and hazardous events may be gathered through simulations.

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

**SRX OHS 003A ESTABLISH, MAINTAIN AND EVALUATE OCCUPATIONAL HEALTH AND SAFETY SYSTEM IN ORDER TO ENSURE THAT THE WORKPLACE IS, SO FAR AS IS PRACTICABLE, SAFE AND WITHOUT RISKS TO THE HEALTH OF EMPLOYEES AND CLIENTS**

OHS

Occupational Health and Safety

**DESCRIPTION: This unit describes generic occupational health and safety competencies applicable to those with managerial responsibilities. This may be as an employee or as an owner of a business. This unit is equivalent to the generic Occupational Health and Safety Competency C.**

ELEMENT	PERFORMANCE CRITERIA
<p><b>1. Establish and maintain the <i>framework for the occupational health and safety system in the area of responsibility</i></b></p>	<p>a. 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 responsibilities and how relevant occupational health and safety <b>legislation</b> will be implemented</p> <p>b. 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>c. 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>d. Information on the occupational health and safety system and procedures for the area of responsibility is provided and explained in a form which is readily accessible to employees</p>
<p><b>2. Establish and maintain <i>participative arrangements for the management of occupational health and safety</i></b></p>	<p>a. Appropriate consultative processes are established and maintained in consultation with employees and their representatives in accordance with relevant occupational health and safety <b>legislation</b> and consistent with the organisation's overall process for consultation</p> <p>b. Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution</p> <p>c. Information about the outcomes of participation and consultation is provided in a manner accessible to employees</p>
<p><b>3. Establish and maintain <i>procedures for identifying hazards</i></b></p>	<p>a. Existing and potential hazards within the area of managerial responsibility are correctly identified and identification confirmed in accordance with occupational health and safety <b>legislation</b>, codes of practice and trends identified from the occupational health and safety records system</p> <p>b. A <b>procedure for on-going identification of hazards</b> is developed and integrated within systems of work and procedures</p> <p>c. Activities are appropriately monitored to ensure that this procedure is adopted effectively throughout area of managerial responsibility</p> <p>d. 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>4. <b>Establish and maintain procedures for assessing risk</b></p>	<p>a. Risks presented by identifying hazards are correctly assessed in accordance with occupational health and safety <b>legislation</b> and codes of practice</p> <p>b. A <b>procedure for on-going assessment of risks</b> is developed and integrated within systems of work and procedures</p> <p>c. Activities are monitored to ensure that this procedure is adopted effectively throughout the area of managerial responsibility</p> <p>d. 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>5. <b>Establish and maintain procedures for controlling risks</b></p>	<p>a. Measures to <b>control assessed risks</b> are developed and implemented in accordance with the hierarchy of control, relevant occupational health and safety <b>legislation</b>, codes of practice and trends identified from occupational health and safety records system</p> <p>b. 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>c. A procedure for on-going <b>control of risks</b>, based on the hierarchy of control, is developed and integrated within general systems of work and procedures</p> <p>d. Activities are monitored to ensure that the <b>risk control procedure</b> is adopted effectively throughout the area of managerial responsibility</p> <p>e. 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>f. 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>6. <b>Establish and maintain organisational procedures for dealing with hazardous events</b></p>	<p>a. Potential hazardous events are correctly identified</p> <p>b. 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>c. Appropriate information and training is provided to all employees to enable implementation of the correct procedures in all relevant circumstances</p>
<p>7. <b>Establish and maintain occupational health and safety training program</b></p>	<p>a. An occupational health and safety <b>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>
<p>8. <b>Establish and maintain a system for occupational health and safety records</b></p>	<p>a. A system for keeping occupational health and safety <b>records</b> is established and monitored to allow identification of patterns of occupational injury and disease within the area of managerial responsibility</p>
<p>9. <b>Evaluate the organisation's occupational health and safety system and related policies, procedures and programs</b></p>	<p>a. 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>b. 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>c. Compliance with occupational health and safety <b>legislation</b> and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained as a minimum</p>

Range of Variables

**ESTABLISH, MAINTAIN AND EVALUATE OCCUPATIONAL HEALTH AND SAFETY SYSTEM IN ORDER TO ENSURE THAT THE WORKPLACE IS, SO FAR AS IS PRACTICABLE, SAFE AND WITHOUT RISKS TO THE HEALTH OF EMPLOYEES AND CLIENTS**

VARIABLE STATEMENT	CATEGORIES
<p>1. General context</p>	<ul style="list-style-type: none"> <li>a. 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>b. positions to which the competency applies will vary according to the industry or organisation but may include:                             <ul style="list-style-type: none"> <li>b.1 managers at a range of levels</li> <li>b.2 other specialist managers (eg, maintenance managers, personnel manager)</li> </ul> </li> </ul>
<p>2. Evaluating the organisations occupational health and safety system</p>	<ul style="list-style-type: none"> <li>a. reviewing the effectiveness of the occupational health and safety management system</li> <li>b. regular review of operating procedures</li> <li>c. regular analysis of occupational health and safety records</li> <li>d. occupational health and safety audits against occupational health and safety legislative requirements</li> </ul>
<p>3. Framework for occupational health and safety</p>	<ul style="list-style-type: none"> <li>a. policy development and updating</li> <li>b. 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>b.1 maintenance of plant and equipment</li> <li>b.2 purchasing of materials and equipment</li> <li>b.3 designing operations, work flow and materials handling</li> <li>b.4 planning or implementing alterations to site, plant, operations or work systems</li> </ul> </li> <li>c. 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>d. mechanisms for keeping up to date with relevant information and updating management arrangements for occupational health and safety, for example, information on health effects of hazards, technical developments in risk control and environmental monitoring, changes to legislation</li> <li>e. mechanisms to assess and update occupational health and safety management arrangements relevant to regulatory requirements</li> <li>f. a system for communicating occupational health and safety information to employees, supervisors and managers within the organisation</li> </ul>
<p>4. Occupational health and safety legislation</p>	<ul style="list-style-type: none"> <li>a. 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 area</li> <li>b. the general duty of care under occupational health and safety</li> </ul>

	<ul style="list-style-type: none"> <li>legislation and common law</li> <li>c. requirements for the maintenance and confidentiality of records of occupational injury and disease</li> <li>d. requirements for provision of occupational health and safety information and training</li> <li>e. provisions relating to health and safety representatives and/or occupational health and safety committees</li> <li>f. provisions relating to occupational health and safety issue resolution</li> </ul>
<b>5. Occupational health and safety records</b>	<ul style="list-style-type: none"> <li>a. identifying records required under occupational health and safety legislation, eg:                             <ul style="list-style-type: none"> <li>a.1 workers compensation and rehabilitation records</li> <li>a.2 hazardous substances register</li> <li>a.3 material safety data sheets</li> <li>a.4 major accident/injury notifications</li> <li>a.5 certificates and licences</li> </ul> </li> <li>b. manufacturers and suppliers occupational health and safety information</li> <li>c. occupational health and safety audits and inspection reports</li> <li>d. maintenance and testing reports</li> <li>e. workplace environmental monitoring and health surveillance and records</li> <li>f. records of instruction and training</li> <li>g. first aid/medical post records</li> </ul>
<b>6. Occupational health and safety training program</b>	<ul style="list-style-type: none"> <li>a. arrangements for ongoing assessment of training needs relating to:                             <ul style="list-style-type: none"> <li>a.1 supervisors and managers</li> <li>a.2 specific hazards</li> <li>a.3 specific tasks or equipment</li> <li>a.4 emergencies and evacuations</li> <li>a.5 training required under occupational health and safety legislation</li> </ul> </li> <li>b. 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>c. induction training</li> <li>d. training for new operations, materials or equipment</li> </ul>
<b>7. Participative arrangements</b>	<ul style="list-style-type: none"> <li>a. occupational health and safety committees and other committees, eg, consultative, planning, purchasing</li> <li>b. health and safety representatives</li> <li>c. 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>d. procedures for reporting hazards, risks and occupational health and safety issues by managers and employees</li> <li>e. inclusion of occupational health and safety in consultative or other meetings and processes</li> </ul>
<b>8. Procedures for assessing risks</b>	<ul style="list-style-type: none"> <li>a. determining the likelihood and severity of adverse consequences from hazards</li> <li>b. occupational health and safety audits</li> <li>c. workplace inspections</li> <li>d. maintenance of plant and equipment</li> <li>e. purchasing of materials and equipment</li> <li>f. planning or implementing alterations to site, operations or work systems</li> <li>g. 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>9. Procedures for controlling risks</b>	<ul style="list-style-type: none"> <li>a. assessing the occupational health and safety consequences of materials, plant or equipment prior to purchase</li> <li>b. obtaining expert advice</li> </ul>



	<ul style="list-style-type: none"> <li>c. appropriate application of measures according to the hierarchy of control, namely:                             <ul style="list-style-type: none"> <li>c.1 elimination of the risk</li> <li>c.2 engineering controls</li> <li>c.3 administrative controls</li> <li>c.4 personal protective clothing and equipment</li> </ul> </li> <li>d. designing safe operations and systems or work</li> <li>e. inclusion of new occupational health and safety information into procedures</li> <li>f. checking organisation compliance with regulatory requirements</li> </ul>
<p><b>10. Procedures for hazardous events</b></p>	<ul style="list-style-type: none"> <li>a. making inventories of and inspecting high risk operations</li> <li>b. 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>11. Procedures for identifying hazards</b></p>	<ul style="list-style-type: none"> <li>a. workplace inspections</li> <li>b. audits</li> <li>c. maintaining and analysing occupational health and safety records, including environmental monitoring, health surveillance reports</li> <li>d. maintenance of plant and equipment</li> <li>e. reviews of materials and equipment purchases, including manufacturers and suppliers information</li> <li>f. employee reporting of occupational health and safety issues</li> </ul>

**Evidence Guide**

**ESTABLISH, MAINTAIN AND EVALUATE OCCUPATIONAL HEALTH AND SAFETY SYSTEM IN ORDER TO ENSURE THAT THE WORKPLACE IS, SO FAR AS IS PRACTICABLE, SAFE AND WITHOUT RISKS TO THE HEALTH OF EMPLOYEES AND CLIENTS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. This unit applies to both managers and owners of organisations. Competence is demonstrated in the context of:</p> <ul style="list-style-type: none"> <li>a.1 responsibility for managing the operations of an organisation or a department of an organisation</li> <li>a.2 provision of information on, or access to, the arrangements for managing an organisation or department</li> <li>a.3 provision of information on, or access to, established arrangements for management of occupational health and safety in an organisation or department</li> </ul> <p>b. 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</p> <p>c. Evidence is required of:</p> <ul style="list-style-type: none"> <li>c.1 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>c.2 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>c.3 ability to establish and/or maintain the organisation's occupational health and safety management system</li> <li>c.4 detailed understanding of how 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>c.5 ability to identify when expert advice is needed, to obtain that advice and to act on it appropriately</li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. Competency in this unit underpins competency in other aspects of the workplace role of employees with managerial responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessing a unit relating to managing an operational area could involve assessing that the person is able to assess the effectiveness of risk control measures in place for that operation or area</p>
<p><b>3. Required knowledge and skills</b></p>	<p>In demonstrating competence the following underpinning knowledge should also be displayed:</p> <ul style="list-style-type: none"> <li>a. 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>b. principles and practices of effective occupational health and safety management including:             <ul style="list-style-type: none"> <li>b.1 elements of an effective occupational health and safety management system</li> <li>b.2 risk management</li> <li>b.3 appropriate links to other management systems (eg, contractors, maintenance, purchasing)</li> </ul> </li> </ul>

- b.4 the role of technical information and experts in designing control measures, monitoring systems and health surveillance
- b.5 the hierarchy of control measures
- b.6 participation and consultation over occupational health and safety
- b.7 incident and accident investigation
- c. management arrangements related to regulatory compliance, for example, arrangements for:
  - c.1 keeping the organisation abreast of developments in occupational health and safety (eg, law, control measures, hazards)
  - c.2 mandatory notifications and reporting
  - c.3 mandatory licences and certificates
  - c.4 registers, listings, and labelling of regulated materials (eg, hazardous substances, dangerous goods)
  - c.5 communicating to the organisation about occupational health and safety
  - c.6 consulting about and participation in occupational health and safety management
  - c.7 identifying and reporting on hazards eg, through audits, inspections
  - c.8 assessing risks
  - c.9 controlling risks
  - c.10 monitoring risk control measures
  - c.11 allocating financial, technical and human resources for occupational health and safety
  - c.12 responding to and dealing with hazardous events
  - c.13 occupational health and safety training
  - c.14 occupational health and safety record keeping
  - c.15 collection and use of occupational health and safety related data
- d. hazards and associated risks which exist in the organisation including:
  - d.1 the range of control measures available for these hazards
  - d.2 considerations for choosing between different control measures, such as possible inadequacies with particular control measures
- e. how the characteristics and composition of the workforce impact on occupational health and safety management including:
  - e.1 literacy
  - e.2 communication skills
  - e.3 cultural background
  - e.4 gender
  - e.5 workers with disabilities
  - e.6 part time, casual, contract workers
- f. the relevance to occupational health and safety management of other organisational management systems, policies and procedures including:
  - f.1 business planning (especially new technology, organisational change, workplace design)
  - f.2 finance
  - f.3 contractors
  - f.4 purchasing
  - f.5 materials transport and storage
  - f.6 maintenance
  - f.7 training
  - f.8 consultation
  - f.9 human resource management
  - f.10 equal employment opportunity

In demonstrating competence the following underpinning skills should also be displayed:

- a. 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
- b. 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

	<p>c. ability to assess the resources needed to establish and maintain occupational health and safety management systems including a range of risk control measures</p>
<b>4. Resource implications</b>	<p>Assessment of this competency requires access to:</p> <ul style="list-style-type: none"> <li>a. relevant Occupational Health and Safety Acts, regulations and codes of practice</li> <li>b. information relevant to the management of the organisation (eg, planning, operations, maintenance, purchasing, budgeting)</li> <li>c. organisation occupational health and safety management information including policies and procedures</li> <li>d. work areas in area of managerial responsibility</li> <li>e. human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Method of assessment</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure that the contingency management component of competency is adequately assessed. Evidence needs to be gathered across a range of occupational health and safety management systems, operations and workplace circumstances. This could be either in an actual workplace or in a simulation of realistic workplace conditions. Techniques for assessment could include                         <ul style="list-style-type: none"> <li>a.1 observation</li> <li>a.2 simulation</li> <li>a.3 case studies</li> <li>a.4 interviews</li> <li>a.5 written tests</li> <li>a.6 work place projects</li> </ul> </li> </ul>
<b>6. Context for assessment</b>	<p>The context for assessment should ensure that evidence relating to the contingency management component of competency can be collected</p> <p>This unit should be assessed by a combination of workplace and off-the-job assessment</p> <p>Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations. Conditions for simulations should:</p> <ul style="list-style-type: none"> <li>a. accurately simulate the range of operations and circumstances that managers or owners could be expected to manage in the workplace</li> <li>b. allow for discussion</li> <li>c. ensure the relevant information and documents are available</li> </ul> <p>In particular, evidence of ability to manage a range of emergencies and hazardous events may be gathered through simulation</p>

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

# **ORGANISATION OF WORK**

**ORG**

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## BSX FMI 501A      MANAGE PERSONAL WORK PRIORITIES AND PROFESSIONAL DEVELOPMENT

ORG                                      Organisation of work

**DESCRIPTION: This unit covers the knowledge and skills for frontline management in their responsibility for managing their own performance and taking responsibility for their own professional development within the context of the organisation.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Manage self</b>	<ul style="list-style-type: none"> <li>a. Personal qualities and performance serve as a role model in the <b>work environment</b></li> <li>b. Personal goals and plans reflects the organisation's plans, personal plans, responsibilities and accountabilities</li> <li>c. Action is taken to achieve and extend personal goals beyond those planned</li> <li>d. Consistent personal performance is maintained in <b>varying work conditions and work contexts</b></li> </ul>
2. <b>Set and meet own work priorities</b>	<ul style="list-style-type: none"> <li>a. Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives</li> <li>b. Technology is used efficiently and effectively to manage work priorities and commitments</li> </ul>
3. <b>Develop and maintain professional competence</b>	<ul style="list-style-type: none"> <li>a. Current personal knowledge and skills are <b>assessed</b> against the requirements of the role and career options to determine personal <b>development needs</b> and priorities</li> <li>b. Feedback from clients and colleagues is used to identify and develop ways to improve competence</li> <li>c. Management <b>development opportunities</b> suitable to personal learning style(s) are selected and used to develop competence</li> <li>d. Achievable and realistic goals are set and sufficient and realistic time and resources are allocated to achieve set objectives</li> <li>e. Responsibility is accepted for achieving own development objectives and progress and performance are reviewed with appropriate people at suitable intervals to inform future development</li> <li>f. Participation in professional networks and associations is used to enhance personal knowledge, skills and relationships</li> <li>g. New skills are identified and developed to achieve and maintain a competitive edge, and to lead and/or respond to new developments and trends in the environment</li> </ul>

## Range of Variables

**MANAGE PERSONAL WORK PRIORITIES AND PROFESSIONAL DEVELOPMENT**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Assessment of competence</b>	<ul style="list-style-type: none"> <li>a. at induction</li> <li>b. periodic appraisal</li> <li>c. after promotion/relocation</li> <li>d. in response to particular requests/suggestions</li> </ul>
<b>2. Development needs</b>	<ul style="list-style-type: none"> <li>a. stress management</li> <li>b. organising work/work prioritisation</li> <li>c. career planning</li> <li>d. time management</li> <li>e. interpersonal skills</li> <li>f. information technology</li> <li>g. specific work-related skills</li> </ul>
<b>3. Development opportunities</b>	<ul style="list-style-type: none"> <li>a. specifically designed</li> <li>b. formal education/training</li> <li>c. informal education/training</li> </ul>
<b>4. Feedback</b>	<ul style="list-style-type: none"> <li>a. verbal</li> <li>b. non-verbal <ul style="list-style-type: none"> <li>b.1 gestures</li> <li>b.2 facial expressions</li> </ul> </li> <li>c. written</li> </ul>
<b>5. Varying work conditions and contexts</b>	<ul style="list-style-type: none"> <li>a. under pressure</li> <li>b. unsatisfactory conditions</li> <li>c. difficult situations</li> </ul>
<b>6. Work environment</b>	<ul style="list-style-type: none"> <li>includes use of the organisation's <ul style="list-style-type: none"> <li>a. goals, objectives, plans, systems and processes</li> <li>b. quality and continuous improvement processes and standards</li> <li>c. business and performance plans</li> <li>d. resources, which may be subject to negotiation</li> <li>e. ethical standards</li> </ul> </li> </ul>



Evidence Guide

**MANAGE PERSONAL WORK PRIORITIES AND PROFESSIONAL DEVELOPMENT**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of processes to manage personal work priorities and to determine and achieve professional development requirements</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's work environment</li> <li>c. In particular, assessment must confirm the ability to:                         <ul style="list-style-type: none"> <li>c.1 manage effectively in diverse and complex work environments</li> <li>c.2 research, acquire and use information appropriate to work responsibility</li> <li>c.3 manage competing priorities to achieve personal and organisational goals and results</li> <li>c.4 make decisions with responsibility and authority</li> <li>c.5 develop a clear set of work goals</li> <li>c.6 monitor and introduce practices to improve own work performance</li> <li>c.7 integrate culturally diverse viewpoints into own value system</li> <li>c.8 develop competencies which enable increased participation in the planning and development of the organisation</li> <li>c.9 assess own performance</li> <li>c.10 plan learning activities and negotiate priorities</li> <li>c.11 seek feedback and act on constructive advice</li> <li>c.12 develop constructive responses when confronted with problems</li> <li>c.13 select and use available learning methods to maintain current competence</li> <li>c.14 use information management systems</li> <li>c.15 select and uses technology appropriate to the task</li> <li>c.16 use the key competencies to achieve results</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):                         <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):                         <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                         <ul style="list-style-type: none"> <li>a.1 Organisation policies, guidelines and processes</li> <li>a.2 Quality and continuous improvement processes and standards</li> <li>a.3 Business and performance plans</li> <li>a.4 Ethical standards established by the organisation</li> <li>a.5 Productivity and profitability objectives and targets</li> <li>a.6 Best practice and benchmarking principles and practices</li> <li>a.7 Legislation, codes and practices</li> <li>a.8 Resource parameters which may be defined or negotiated</li> <li>a.9 Learning organisation principles and practices</li> </ul> </li> <li>b. Underpinning skills                         <ul style="list-style-type: none"> <li>b.1 Time management to manage work priorities</li> <li>b.2 Research and analytical skills to determine professional development needs</li> <li>b.3 Personal development strategies</li> </ul> </li> </ul>

<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	1	2	2

**SRX ORG 001A ORGANISE WORK**

ORG

Organisation of work

**DESCRIPTION: This unit covers maintenance of work area and organising a basic daily routine.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Plan and organise a personal daily work routine</b>	<ul style="list-style-type: none"> <li>a. Tasks are allocated by nominated person</li> <li>b. Tasks to be completed for the day are identified</li> <li>c. The daily tasks are prioritised as directed</li> <li>d. Tasks are broken down into smaller achievable components</li> <li>e. Resources required to complete the tasks are selected and checked</li> <li>f. Tasks and priorities are reviewed with a change of instructions from a nominated officer</li> <li>g. Tasks are completed within designated timelines</li> </ul>
2. <b>Maintain personal presentation</b>	<ul style="list-style-type: none"> <li>a. Personal dress and presentation is maintained in a neat and tidy manner</li> <li>b. Personal hygiene is maintained according to <b>organisation policy</b> and government legislation</li> </ul>
3. <b>Organise work area</b>	<ul style="list-style-type: none"> <li>a. Work area and walkways are maintained in a safe, uncluttered and organised manner according to <b>organisation policy</b></li> <li>b. All routines are carried out safely, effectively and efficiently with minimum inconvenience to clients and staff, according to <b>organisation policy</b></li> <li>c. <b>Organisation policies and procedures</b> for tidying of work area and aisles, and placing items in designated areas are applied</li> </ul>
4. <b>Clean work area</b>	<ul style="list-style-type: none"> <li>a. <b>Organisation policies and procedures</b> are applied for <b>cleaning</b> of work area</li> <li>b. Waste is promptly removed and disposed of according to <b>organisation policy</b></li> <li>c. Potential hazards are removed according to <b>organisation policy</b></li> <li>d. Signage is promptly displayed in regard to unsafe areas</li> <li>e. <b>Equipment</b> and consumable materials are maintained and stored correctly after use</li> <li>f. <b>Equipment</b> is cleaned and used in accordance with manufacturers instructions and government requirements</li> </ul>

## Range of Variables

**ORGANISE WORK**

VARIABLE STATEMENT	CATEGORIES
1. Cleaning	<ul style="list-style-type: none"> <li>a. counters/benches</li> <li>b. walkways</li> <li>c. fixtures and other working surfaces</li> </ul>
2. Equipment	<ul style="list-style-type: none"> <li>a. particular to the work environment</li> </ul>
3. Organisation policies and procedures	<ul style="list-style-type: none"> <li>a. routine personal work space practices</li> <li>b. personal hygiene</li> <li>c. cleaning and maintenance practices</li> </ul>
4. Work environment	varies with respect to: <ul style="list-style-type: none"> <li>a. size</li> <li>b. type of organisation and complexity</li> <li>c. service(s) provided</li> <li>d. staff numbers and supervision</li> <li>e. staff training</li> </ul>

## Evidence Guide

**ORGANISE WORK**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of organisation of personal workspace and organising work routines in the work environment</p> <p>b. Assessment should be over a period of time covering all the categories of the range of variables statements that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify, understand and prioritise tasks</p> <p>c.2 Identify resources and check their availability</p> <p>c.3 Complete tasks within the required timeline</p> <p>c.4 Consistently apply the organisation's policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct</p> <p>c.5 Consistently apply housekeeping duties to work area</p> <p>c.6 Consistently apply safe work practices in the operation and maintenance of a range of cleaning/housekeeping equipment applicable to the workplace</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation housekeeping policies and procedures</p> <p>a.2 Relevant legislation and statutory requirements</p> <p>a.3 Industry codes of practice</p> <p>a.4 Use, maintenance and storage of cleaning equipment and chemicals</p> <p>a.5 Basic operational knowledge of relevant legislation and statutory requirements in regard to personal hygiene and self presentation</p> <p>a.6 Personal hygiene requirements to maintain personal presentation in accordance with the organisation's policies and procedures</p> <p>b. Underpinning skills</p> <p>b.1 Time management to organise a personal daily work routine</p> <p>b.2 Basic planning skills to produce a work schedule</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to a work environment which includes cleaning equipment and chemicals</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work</p>

- environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
  - d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
-	-	1	1	-	-	-

## SRX ORG 002A WORK EFFECTIVELY IN A SPORT AND RECREATION ORGANISATION

ORG Organisation of work

**DESCRIPTION: This unit covers the competency needed to manage own work and work effectively with other personnel in the organisation. It does not include competency to work in a team.**

ELEMENT	PERFORMANCE CRITERIA
1. Manage own work	<ul style="list-style-type: none"> <li>a. Instructions are understood, acknowledged and implemented</li> <li>b. <b>Factors affecting work requirements</b> are identified, impact assessed and appropriate action taken to ensure work requirements are met</li> <li>c. Work load is assessed and priorities set within allocated timeframes</li> <li>d. Tasks are broken down into smaller achievable components</li> <li>e. Resources required to complete the tasks are selected and checked</li> <li>f. Own work is monitored to ensure compliance with organisation's requirements</li> <li>g. Need for additional support to improve performance is communicated clearly to the <b>appropriate person</b></li> <li>h. Tasks are completed and results achieved with minimum supervision within designated timelines</li> </ul>
2. Maintain and develop own expertise	<ul style="list-style-type: none"> <li>a. <b>Workplace information</b> is accessed and clarification sought where necessary</li> <li>b. Required <b>licenses and certificates</b> are current</li> <li>c. Training and development needs relevant to the area of work identified and followed up with relevant personnel</li> <li>d. Training programs designed to improve skills are participated in to ensure level of expertise meets organisation's requirements</li> </ul>
3. Maintain work effectiveness	<ul style="list-style-type: none"> <li>a. <b>Level of fitness</b> necessary to perform work effectively is recognised and concerns about inability to perform allocated work to organisation's standards discussed with relevant personnel</li> <li>b. Signs of <b>personal stress</b> are recognised and <b>appropriate action</b> is taken to ensure continued work effectiveness</li> </ul>
4. Promote cooperation	<ul style="list-style-type: none"> <li>a. Responsibilities and duties are undertaken in a positive manner to promote cooperation and good relationships</li> <li>b. Communication with others is conducted in a courteous manner appropriate to the purpose, situation and relationship with the receiver</li> <li>c. Problems and conflict are recognised and resolved where possible through agreed and accepted processes</li> <li>d. Contribution of individuals of different age, gender and social and cultural backgrounds is recognised and accessed</li> <li>e. Work is undertaken consistent with organisation standards related to equal employment opportunity, anti discrimination and workplace harassment</li> <li>f. Commitments to undertake work or assist other personnel are fulfilled</li> </ul>
5. Contribute to improving workplace and quality of outcomes	<ul style="list-style-type: none"> <li>a. <b>Workplace issues</b> are raised with <b>appropriate personnel</b> in accordance with workplace procedures</li> <li>b. Work related meetings and <b>workplace committees</b> are attended/<b>contributed</b> to in line with level of responsibility</li> <li>c. Appropriate personnel and resources are accessed to provide suggestions for improvements in work practices and procedures</li> </ul>

	<ul style="list-style-type: none"> <li>d. Impact of <b>external change</b> on the organisation and implications of change in the workplace on own job are recognised</li> <li>e. Agreed <b>changes</b> to improve work outcomes are implemented</li> </ul>
6. Represent the organisation	<ul style="list-style-type: none"> <li>a. <b>Conduct</b> is at all times in accordance with organisation's policies, procedures and standards</li> <li>b. Designated dress code is adopted appropriate for the occasion</li> </ul>
7. Implement environmental procedures	<ul style="list-style-type: none"> <li>a. Work is carried out in accordance with relevant <b>environmental procedures</b></li> <li>b. Environmental risks and/or impacts relevant to the specific work being undertaken are identified, and dealt with, recorded and/or reported according to organisation's procedures</li> </ul>



## Range of Variables

**WORK EFFECTIVELY IN A SPORT AND RECREATION ORGANISATION**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Appropriate action for stress</b>	a. seek counseling b. report to supervisor or team leader c. seek medical advice
2. <b>Appropriate person for additional support</b>	a. supervisor b. team leader c. team member
3. <b>Appropriate personnel for workplace issues</b>	a. team leader b. supervisor c. consultative committee representative d. occupational health and safety representative e. union delegate
4. <b>Change in the workplace</b>	a. implementation of new work practices and services b. organisational restructures c. introduction of new technology including new communication systems
5. <b>Conduct</b>	a. complying with reasonable and lawful instructions b. contributing to work objectives c. complying with safe work practices d. treating peers and clients with due respect and courtesy e. acting legally, honestly and ethically f. complying with disciplinary procedures
6. <b>Contribution to meetings and committees</b>	a. suggestions b. questions c. comments
7. <b>Environmental procedures</b>	a. recycling of paper and bottles b. disposal of petroleum products and chemicals
8. <b>External change</b>	a. may be at an international, national or state level b. involve changes in society c. political changes d. changes to legislation e. community expectations f. changes to organisation policy and procedures
9. <b>Factors affecting work requirements</b>	a. time b. weather c. contingencies d. other work demands e. personnel available to assist
10. <b>Level of fitness required</b>	a. contained in organisational policy
11. <b>Licenses and certificates</b>	a. appropriate classes of driving license b. equipment licenses c. first aid certificates

	<ul style="list-style-type: none"> <li>d. emergency care certificates</li> <li>e. skill-based certification</li> </ul>
<b>12. Training and development needs</b>	<ul style="list-style-type: none"> <li>a. new technology</li> <li>b. retraining for licensing and certification requirements</li> <li>c. personal development training</li> <li>d. stress management</li> </ul>
<b>13. Workplace committees</b>	<ul style="list-style-type: none"> <li>a. occupational health and safety committee</li> <li>b. consultative committee</li> <li>c. social committees</li> <li>d. special event committee</li> </ul>
<b>14. Workplace information</b>	<ul style="list-style-type: none"> <li>a. brochures</li> <li>b. notices</li> <li>c. leaflets</li> <li>d. signs</li> <li>e. information on notice boards</li> <li>f. magazines</li> <li>g. professional publications</li> <li>h. videos</li> <li>i. internet</li> </ul>
<b>15. Workplace issues</b>	<ul style="list-style-type: none"> <li>a. occupational health and safety</li> <li>b. conflict with other personnel</li> <li>c. perceived harassment or discriminatory behaviour</li> </ul>

## Evidence Guide

**WORK EFFECTIVELY IN A SPORT AND RECREATION ORGANISATION**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge and application of the organisation's policies, procedures and standards in work performance</li> <li>b. Assessment of performance should be over a period of time covering all categories of factors affecting work requirements from the range of variable statement and all categories of other range of variables statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 understand and apply team goals</li> <li>c.2 understand and prioritise individual tasks</li> <li>c.3 prioritise own work tasks in the context of a team</li> <li>c.4 identify and solve routine problems</li> <li>c.5 monitor and improve individual performance for quality</li> <li>c.6 respond to change in work practice</li> <li>c.7 represent the organisation to the required standard</li> <li>c.8 apply environmental procedures and practices</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 SRX TEM 002A Support the work of a team</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Factors which can affect work performance</li> <li>a.2 Organisational structure and structure and function of workplace committees</li> <li>a.3 Responsibilities of specific personnel</li> <li>a.4 Licensing and certification requirements for employment with sport and recreation organisations</li> <li>a.5 Available training and development</li> <li>a.6 Communication strategies and conflict resolution strategies</li> <li>a.7 Organisation's standards relating to harassment and anti-discrimination and equal opportunity responsibilities</li> <li>a.8 Cultural diversity principles</li> <li>a.9 Basic principles of participating in meetings</li> <li>a.10 Implications of external change on the organisation</li> <li>a.11 Implications of change in the workplace on own job</li> <li>a.12 Organisation's policies, procedures and standards relating to conduct, dress codes and environmental practices</li> </ul> </li> <li>b. Underpinning skills <ul style="list-style-type: none"> <li>b.1 Accessing and interpreting workplace information</li> <li>b.2 Communicating concerns about own fitness/stress</li> <li>b.3 Communicating with people of different ages, positions in the organisation, genders, cultures, language backgrounds</li> <li>b.4 Participating in meetings/speaking in a group</li> <li>b.5 Interpersonal problem solving and conflict resolution</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>

<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of factors affecting work requirements from the range of variable statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

<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

SRX ORG 003A

**COORDINATE WORK AND WORK PRIORITIES IN A SPORT AND RECREATION ORGANISATION**

ORG

Organisation of work

**DESCRIPTION: This unit covers coordination of own and others work schedules to achieve team tasks within timelines. It includes responsibility for professional development and maintenance of personal workspace.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Set and coordinate work priorities to achieve team goals</b>	<ul style="list-style-type: none"> <li>a. Personal goals and plans reflect the organisation's plans and personal roles, responsibilities and accountabilities</li> <li>b. Individual work goals are clarified and agreed upon by the work team and work schedule is negotiated and agreed upon with <b>appropriate personnel</b></li> <li>c. Individual tasks are prioritised in discussion with others and timelines for achievement are determined</li> <li>d. Tasks and priorities are reviewed with a change of instruction from appropriate personnel</li> <li>e. Other's priorities are established and clarified in discussion in order to coordinate individual work priorities and timelines for the achievement of work team goals</li> <li>f. Tasks are completed within designated timelines and consistent personal performance is maintained in varying work conditions and work contexts</li> </ul>
2. <b>Make and record appointments and bookings for self and others</b>	<ul style="list-style-type: none"> <li>a. Appointments for self and others are arranged upon request</li> <li>b. Alternative arrangements are negotiated and confirmed when established appointments are changed</li> <li>c. <b>Records of appointments</b> are kept up to date, legible and accurate</li> <li>d. Where required, travel and accommodation requirements for self and others are identified and <b>bookings</b> are made in line with the identified needs within designated timelines</li> <li>e. Travel and accommodation documentation is checked and discrepancies rectified</li> <li>f. Signs of problem(s) with appointments and travel or accommodation arrangements are identified and/or anticipated and solutions implemented</li> </ul>
3. <b>Implement personal work space policies</b>	<ul style="list-style-type: none"> <li>a. <b>Organisation policies and procedures</b> are implemented to ensure walkways and other work areas maintained in a clean and tidy manner</li> <li>b. Individual and team performance is monitored to ensure personal work space standards are maintained according to organisation policy</li> <li>c. Regular schedule/roster for personal work space tasks and inspections are developed and maintained</li> <li>d. Team members are informed of individual responsibilities for personal work space tasks</li> <li>e. Procedures for prompt waste removal especially spillages on floors is implemented according to organisation policy</li> <li>f. Supply and maintenance of personal work space equipment and materials are coordinated according to organisation policy</li> <li>g. <b>Organisation procedures</b> for safe storage of personal work space equipment is ensured</li> <li>h. Suggestions for improvements in procedures are reported to management according <b>to organisation policy</b></li> </ul>

**4. Develop and maintain professional competence**

- a. Personal knowledge and skills are assessed to determine development needs and priorities
- b. Feedback from clients and colleagues is used to identify and develop ways to improve competence
- c. Development opportunities suitable to personal learning style(s) are used to develop competence
- d. Participation in professional networks and associations enhances personal knowledge, skills and relationships
- e. New skills are identified and developed to achieve and maintain a competitive edge

## Range of Variables

## COORDINATE WORK AND WORK PRIORITIES IN A SPORT AND RECREATION ORGANISATION

VARIABLE STATEMENT	CATEGORIES
1. <b>Appropriate personnel</b>	<ul style="list-style-type: none"> <li>a. supervisor</li> <li>b. team leader</li> <li>c. team members</li> </ul>
2. <b>Bookings</b>	may require use of: <ul style="list-style-type: none"> <li>a. timetables</li> <li>b. booking forms</li> <li>c. brochures/flyers</li> </ul>
3. <b>Organisation policies and procedures</b>	<ul style="list-style-type: none"> <li>a. roles and responsibilities</li> <li>b. travel arrangements</li> <li>c. making and recording appointments</li> <li>d. cleaning and maintenance of workspace</li> <li>e. professional development</li> <li>f. internal communication</li> </ul>
4. <b>Records of appointments</b>	<ul style="list-style-type: none"> <li>a. paper-based</li> <li>b. electronic</li> </ul>

Evidence Guide

**COORDINATE WORK AND WORK PRIORITIES IN A SPORT AND RECREATION ORGANISATION**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of the processes required to coordinate work schedule of self and others and to clean and maintain workspace</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment</li> <li>c. In particular, assessment must confirm the ability to             <ul style="list-style-type: none"> <li>c.1 Ensure tasks in individual schedule are consistent with work team goals</li> <li>c.2 Understand and clarify priorities of self and other work team members</li> <li>c.3 Determine and achieve timelines</li> <li>c.4 Alter priorities if necessary to remain within timelines</li> <li>c.5 Monitor self performance and completed tasks for quality</li> <li>c.6 Monitor and introduce ways to improve own performance</li> <li>c.7 Select and use available learning methods to maintain current competence</li> <li>c.8 Arrange bookings correctly and keep up to date records of appointments and travel</li> <li>c.9 Establish and implement systems for the cleaning and maintenance of personal workspace</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 SRX ORG 002A Work effectively in a sport and recreation organisation</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 SRX TEM 003A Work autonomously</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Training and development options and resources</li> <li>a.2 Organisation's policies and procedures with respect to cleaning and maintenance of personal work space</li> <li>a.3 Roles and responsibilities within the organisation</li> <li>a.4 Mechanisms to monitor and assess quality of outcomes and personal performance</li> </ul> </li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Time management skills to achieve timelines</li> <li>b.2 Organisational skills to prioritise tasks</li> <li>b.3 Literacy and numeracy skills to read and interpret timetables and schedules</li> </ul> </li> </ul>
<p><b>4. Resource implications</b></p>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>



<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	2	2	-	2	-

SRX ORG 004A

**PLAN, ALLOCATE AND EVALUATE WORK  
CARRIED OUT BY TEAMS, INDIVIDUALS AND SELF**

ORG

Organisation of work

**DESCRIPTION: This unit deals with the competencies required to accurately evaluate work requirements and associated competencies, plan and allocate work for self and staff and evaluate the work against performance objectives.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Set and update work objectives for teams and individuals</b>	<ul style="list-style-type: none"> <li>a. <b>Objectives</b> are clear, accurate and contain all relevant details including measures of performance</li> <li>b. Achievement of the <b>objectives</b> is practicable within the set period given other work commitments</li> <li>c. <b>Objectives</b> are explained in sufficient detail with a method, manner and at a level and pace appropriate to all relevant individuals</li> <li>d. <b>Objectives</b> are updated regularly with the relevant individuals to take into account individual, team and organisational and environmental changes and demands</li> <li>e. Individuals are encouraged to seek clarification of any areas of which they are unsure</li> <li>f. Individuals are assisted and encouraged to participate in the development of <b>objectives</b> and regular opportunities are provided for explaining, reviewing and discussing these</li> <li>g. Staff are encouraged to assess their own performance against <b>objectives</b></li> <li>h. <b>Objectives</b> and performance indicators to measure achievement of objectives, are negotiated and agreed with all relevant personnel</li> <li>i. <b>Objectives</b> are recorded accurately and completely and are accessible to appropriate personnel</li> </ul>
2. <b>Plan work activities and determine work methods to achieve objectives</b>	<ul style="list-style-type: none"> <li>a. The degree of direction required by individuals is accurately assessed and used to best effect in overall work and planning</li> <li>b. Relevant views are sought in a way which encourages each individual to offer suggestions</li> <li>c. Work methods and activities are consistent with current management priorities, <b>organisational objectives</b> and <b>legal requirements</b> and include opportunities for individual development where possible</li> <li>d. Work methods and activities optimise the use of available material, capital and people</li> <li>e. Where <b>legal requirements</b>, safety guidelines and organisational/development <b>objectives</b> conflict, the problem is identified and advice is sought from the appropriate people</li> <li>f. Where possible, decisions on work and methods include suggestions from those involved</li> <li>g. Agreed work methods and activities are designed to ensure that organisational <b>objectives</b> are achieved</li> </ul>
3. <b>Allocate work and evaluate teams, individuals and self against objectives</b>	<ul style="list-style-type: none"> <li>a. Allocated workloads optimise the use of resources and the existing competencies of staff</li> <li>b. Reference is made to the development needs of staff when making allocations</li> <li>c. Team and individual rights, responsibilities and limits of authority are clearly defined and recorded where necessary</li> <li>d. Where applicable, work activities allocated to individuals provide suitable learning opportunities for the <b>objectives</b> identified in their</li> </ul>

	<p>development plans</p> <ul style="list-style-type: none"> <li>e. Sufficient <b>information</b> is provided in a manner, and at a level and pace appropriate to the individuals concerned, and they are encouraged to seek clarification of their activities</li> <li>f. Individuals have appropriate access to, and are supervised by, the people best able to satisfy their agreed work and development needs</li> <li>g. <b>Calculations</b> are of a type and accuracy appropriate to the scale and importance of the work being allocated and evaluated</li> <li>h. Where workloads prove to be untenable or unrealistic or organisational demands change, adjustments minimise impact on time and cost</li> <li>i. Previous allocated workloads are evaluated and used to improve current practice</li> <li>j. Regular opportunities are provided to inform the <b>allocation</b> of work and to provide the opportunity for review and feedback</li> </ul>
<p>4. Provide feedback to teams and individuals on their performance</p>	<ul style="list-style-type: none"> <li>a. <b>Feedback</b> is given in sufficient detail, and in a manner, and at a level and pace, appropriate to the individual(s)</li> <li>b. <b>Feedback</b> to people is given at an appropriate time and place</li> <li>c. <b>Feedback</b> provides constructive suggestions and encouragement for improving future performance against work and development <b>objectives</b></li> <li>d. <b>Recognition</b> of performance and achievement encourages individuals to contribute to their own assessment</li> <li>e. Details of any action to be taken is accurately recorded in line with organisational guidelines</li> <li>f. Individuals are encouraged and assisted to make suggestions on how systems/procedures and the service could be improved</li> <li>g. Orderly and constructive discussions take place where views from team and individuals conflict with own views</li> </ul>

## Range of Variables

**PLAN, ALLOCATE AND EVALUATE WORK CARRIED OUT BY TEAMS, INDIVIDUALS AND SELF**

VARIABLE STATEMENT	CATEGORIES
1. Advice	<ul style="list-style-type: none"> <li>a. immediate manager</li> <li>b. staff</li> <li>c. colleagues</li> <li>d. specialists</li> <li>e. associated organisations</li> </ul>
2. Allocations	<ul style="list-style-type: none"> <li>a. teams</li> <li>b. individuals</li> <li>c. self</li> </ul>
3. Calculations	<ul style="list-style-type: none"> <li>a. time</li> <li>b. cost</li> <li>c. criticality</li> </ul>
4. Feedback	<ul style="list-style-type: none"> <li>a. written</li> <li>b. verbally</li> </ul>
5. Feedback given	<ul style="list-style-type: none"> <li>a. at appraisal points</li> <li>b. when required to maintain motivation</li> <li>c. for morale and effectiveness</li> <li>d. to support learning and development</li> </ul>
6. Information	<ul style="list-style-type: none"> <li>a. verbally</li> <li>b. in writing</li> </ul>
7. Legal requirements	<ul style="list-style-type: none"> <li>a. current employment legislation</li> <li>b. health and safety legislation</li> </ul>
8. Objectives	<ul style="list-style-type: none"> <li>apply during: <ul style="list-style-type: none"> <li>a. induction</li> <li>b. projects</li> <li>c. normal working</li> </ul> </li> <li>apply to: <ul style="list-style-type: none"> <li>a. teams</li> <li>b. individuals</li> <li>c. the trainee</li> </ul> </li> <li>within the line responsibility of the trainee: <ul style="list-style-type: none"> <li>a. short-term</li> <li>b. long-term</li> <li>c. single</li> <li>d. multiple</li> </ul> </li> <li>are explained: <ul style="list-style-type: none"> <li>a. verbally</li> <li>b. in writing</li> </ul> </li> </ul>
9. Operational and developmental objectives	<ul style="list-style-type: none"> <li>a. short-term</li> <li>b. long-term</li> <li>c. single</li> <li>d. multiple</li> </ul>

<p><b>10. Recognition</b></p>	<ul style="list-style-type: none"> <li>a. praise</li> <li>b. warnings</li> <li>c. promotion</li> <li>d. demotion</li> <li>e. financial reward</li> <li>f. financial penalty</li> </ul>
<p><b>11. Setting and updating of objectives involve methods of analysis</b></p>	<ul style="list-style-type: none"> <li>a. quantitative</li> <li>b. qualitative</li> </ul>
<p><b>12. Suggestions for improvement</b></p>	<ul style="list-style-type: none"> <li>a. advice</li> <li>b. counseling</li> <li>c. training/development</li> <li>d. re-assignment</li> </ul>

## Evidence Guide

**PLAN, ALLOCATE AND EVALUATE WORK CARRIED OUT BY TEAMS, INDIVIDUALS AND SELF**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of processes to plan, allocate and evaluate work of self and others in a team environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of objectives and feedback from categories of the range of variables statements that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 calculate the workload and establish, define and review objectives against performance measures</p> <p>c.2 explain /communicate objectives and information in a suitable manner to work team</p> <p>c.3 give constructive comment and encourage staff to assess their own performance</p> <p>c.4 relate individual/team objectives to overall goals of the organisation</p> <p>c.5 optimise available resources and make best use of both resources and staff competencies</p> <p>c.6 encourage suggestions</p> <p>c.7 motivate staff through meeting developmental needs or providing suitable learning opportunities</p> <p>c.8 provide feedback that meets the needs of particular situations/individuals</p> <p>c.9 conduct orderly and constructive discussions</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX ORG 003A Coordinate work and work priorities in a sport and recreation organisation</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 meeting procedure</p> <p>a.2 Organisational aims and objectives</p> <p>a.3 Organisational guidelines applicable across the range of situations</p> <p>a.4 Legislative requirements and safety guidelines and their implications for work methods/activities</p> <p>a.5 limits of responsibility and delegated authority</p> <p>a.6 leadership styles and where different styles are appropriate</p> <p>a.7 motivational techniques</p> <p>a.8 assessment of competencies against job requirements</p> <p>b. Underpinning skills</p> <p>b.1 effective and efficient conduct of meetings</p> <p>b.2 interpersonal skills to motivate staff</p> <p>b.3 effective communication</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to a work environment with a work team</p> <p>b. Assessment of this competency will require human resources</p>

	consistent with those outlined in the Assessment Guidelines
<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of objective and feedback from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	3	3	1	2	1

**SRX ORG 005A PARTICIPATE IN THE MEETING PROCESS**

ORG

Organisation of work

**DESCRIPTION: This unit covers the knowledge and skills to participate in workplace meetings, providing effective input.**

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for the meeting	<ul style="list-style-type: none"> <li>a. A working knowledge of organisational <b>meeting</b> procedure/protocol, the role of key personnel and team processes, is established in order to interact with the group in a productive and positive way</li> <li>b. <b>Information</b> items/agendas/previous minutes are read and digested in preparation for discussion</li> <li>c. Agenda items are researched to provide basic <b>information</b> on the topic(s)</li> <li>d. Any reports/<b>information</b> items to be presented are prepared ready to be explained</li> </ul>
2. Provide input to the meeting	<ul style="list-style-type: none"> <li>a. Reports are presented in an appropriate way to suit the specific audience</li> <li>b. <b>Information</b> is presented and discussion is held where explanation is required</li> <li>c. Educated responses are made and input is given to correspondence/ business arising/action statements and general discussion points</li> <li>d. Established organisational <b>meeting</b> procedure/protocol is adhered to at all times</li> </ul>



## Range of Variables

**PARTICIPATE IN THE MEETING PROCESS**

VARIABLE STATEMENT	CATEGORIES
1. Information	<ul style="list-style-type: none"> <li>a. reports</li> <li>b. inward/outward correspondence</li> <li>c. documentation</li> </ul>
2. Meetings	<ul style="list-style-type: none"> <li>a. teleconference</li> <li>b. video conference</li> <li>c. annual general meeting</li> <li>d. board meeting</li> <li>e. formal</li> <li>f. informal</li> <li>g. semi-formal</li> <li>h. committee</li> </ul>
3. Meeting context	<p>varies with respect to:</p> <ul style="list-style-type: none"> <li>a. size of organisation</li> <li>b. type of organisation</li> <li>c. range of services provided by organisation</li> <li>d. client base</li> <li>e. meeting location</li> <li>f. number of meeting participants</li> <li>g. participant's requirements</li> <li>h. equipment required</li> </ul>

## Evidence Guide

**PARTICIPATE IN THE MEETING PROCESS**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of meeting procedures and how to provide useful input in the work environment</li> <li>b. Assessment of performance should be over a period of time covering three categories of meeting from the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 adequately prepare to attend a meeting and read and understand information provided</li> <li>c.2 research agenda items to enable provision of information when required</li> <li>c.3 present reports during meetings as required</li> <li>c.4 adhere to meeting procedures/protocol</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Organisation's meeting procedures/protocol</li> <li>a.2 Organisation's constitution</li> </ul> </li> <li>b. Underpinning skills <ul style="list-style-type: none"> <li>b.1 Communication skills to effectively present input at face-to-face meetings and tele/video conferences</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover three categories of meeting from the range of variable statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	-

**SRX ORG 006A CONDUCT PROJECTS**

ORG

Organisation of work

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

ELEMENT	PERFORMANCE CRITERIA
1. <b>Plan and prepare for project</b>	<ul style="list-style-type: none"> <li>a. Work scope, desired outcomes and budget within own area of responsibility are identified</li> <li>b. Required <b>resources</b> are identified, availability accessed and allocated for effective management and completion of <b>project</b></li> <li>c. Tasks and <b>resources</b> are allocated</li> <li>d. 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>e. 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>f. All key milestones of the <b>project</b> within own area of responsibility and those impacting upon own area of responsibility are identified including contract requirements and key recording/reporting dates for measurement of outcomes</li> <li>g. Interrelationship with other concurrent projects and/or other aspects of overall project management plan are identified and relevant personnel who should be informed and consulted identified</li> <li>h. Agreements with <b>service providers</b> are confirmed within key dates</li> <li>i. Contingency management plans are developed for project outcomes within own area of responsibility</li> </ul>
2. <b>Implement and administer project</b>	<ul style="list-style-type: none"> <li>a. Where required, alterations to service delivery or access are coordinated in accordance with statutory, industry and organisation standards</li> <li>b. Supplementary functions, such as specialist or additional equipment and/or specialised personnel, are coordinated</li> <li>c. Communication processes are executed to ensure adequate information flow between colleagues and all relevant personnel within project management team</li> <li>d. <b>Project</b> progress is regularly reviewed and compared with base-line plans</li> <li>e. Deviations from plan are identified and actions taken to recover original project program</li> <li>f. Where original program requirements cannot be met the appropriate personnel are notified and direction sought</li> </ul>
3. <b>Coordinate project administration</b>	<ul style="list-style-type: none"> <li>a. Costs associated with the <b>project</b> are monitored and payment of invoices is approved if appropriate</li> <li>b. Time frames for the achievement of various aspects of the <b>project</b> are monitored and appropriate action taken as necessary to meet deadlines</li> <li>c. <b>Project</b> is regularly reviewed in relation to safety, quality, <b>resources</b>, timeframe and equipment</li> <li>d. Relevant people are kept fully informed of <b>project</b> progress</li> <li>e. Procedures for winding up a <b>project</b> are undertaken and completed</li> <li>f. Relevant information in an accurate and concise format is provided to project management team to enable evaluation of all aspects of the <b>project</b></li> </ul>

## Range of Variables

**CONDUCT PROJECTS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Projects</b>	include any task undertaken within the work environment, excluding construction/renovation, with a definite beginning and end with specified outcomes and may include: a. conferences and major meetings b. promotional or other events c. introduction of new technology or systems d. product development e. research/development projects f. ongoing business projects
2. <b>Project variables</b>	a. type and accountability b. number of staff c. timelines d. resources available e. budget
3. <b>Resources</b>	a. all service providers b. material c. equipment d. tools e. finances
4. <b>Service providers</b>	a. internal staff and specialists b. external specialists c. contractors

## Evidence Guide

**CONDUCT PROJECTS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of conducting projects in the work environment</p> <p>b. Assessment of performance should be over a period of time covering one category of project from the range of variables statement and all categories of other variables that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Plan a project effectively</p> <p>c.2 Apply occupational health and safety standards and other relevant statutory requirements and codes of practice</p> <p>c.3 Allocate and co-ordinate the work of other colleagues assisting with the project</p> <p>c.4 Apply the organisation's documentation and reporting procedures and policies</p> <p>c.5 Effectively use oral and written communication to maintain communication regarding project progress to all relevant staff</p> <p>c.6 Identify and resolve conflict within area of responsibility</p> <p>c.7 Apply time and resource planning and management skills</p> <p>c.8 Meet project timelines within project budget</p> <p>c.9 Ensure wind up procedures, such as auditing, take place</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX TEM 003A Work autonomously</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX ORG 004A Plan, allocate and evaluate work carried out by teams, individuals and self</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of organisation's policies and procedures, particularly in regard to engaging internal and external services</p> <p>a.2 Relevant occupational health and safety legislation pertaining to application within the workplace</p> <p>a.3 Relevant statutory requirements and codes of practice</p> <p>a.4 Environmental policies/requirements</p> <p>a.5 Quality assurance and control principles</p> <p>a.6 Project management techniques</p> <p>a.7 Organisation's financial recording and reporting requirements</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills to effectively circulate information on project progress</p> <p>b.2 Coordination skills to manage project resource within timelines and budget</p> <p>b.3 Liaison and negotiation skills to deal with internal and external service providers</p> <p>b.4 Planning skills to develop the stages of the project</p> <p>b.5 Literacy and numeracy skills in regard to onsite and project documentation and use of computer applications</p>

<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a work environment with a project to be planned and implemented</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to one category of project from the range of variables statement and all categories of other variables in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	1

## SRX ORG 007A      DEVELOP TEAMS AND INDIVIDUALS TO ENHANCE PERFORMANCE

ORG

Organisation of work

**DESCRIPTION: This unit covers the identification, provision and monitoring of the professional development needs of work teams in order to enhance their performance.**

ELEMENT	PERFORMANCE CRITERIA
<b>1. Develop and improve teams through planning and activities</b>	<ul style="list-style-type: none"> <li>a. The <i>strengths and weaknesses</i> of the team are identified against current and anticipated work requirements</li> <li>b. All individuals within the team are encouraged and assisted to <i>evaluate</i> the teams' overall <i>development needs</i> and to contribute to the discussion and planning of how these will be met</li> <li>c. Any unproductive friction between team members is minimised</li> <li>d. Team building and development plans contain clear, relevant and realistic development objectives for the team as a whole</li> <li>e. <i>Development activities</i> optimise the use of available resources</li> <li>f. Plans are reviewed, updated and improved at regular intervals after discussion and agreement with the appropriate people</li> <li>g. Where development activities prove inappropriate and/or resources used are unsuitable or inadequate, realistic alternatives are discussed, agreed and implemented</li> <li>h. Development plans prioritise activities in terms of importance</li> <li>i. Evaluation criteria and targets are established</li> </ul>
<b>2. Identify, review and improve development activities for individuals</b>	<ul style="list-style-type: none"> <li>a. Development objectives are based on a balanced assessment of current competence, potential future competence and career aspirations, and are in line with current and anticipated team/organisational requirements</li> <li>b. Individuals are encouraged and assisted to evaluate their own learning and development needs and to contribute and review development</li> <li>c. Plans contain clear, relevant and realistic development objectives and details of supporting development activities</li> <li>d. Development activities optimise the use of available resources</li> <li>e. Plans reviewed, updated and improved at regular intervals after discussion and agreement with the appropriate people</li> <li>f. Where development activities prove inappropriate and/or the resources used are unsuitable or inadequate, realistic alternatives are discussed, agreed and implemented</li> <li>g. Staff are encouraged to record their new skills, experience and achievements gained</li> </ul>



## Range of Variables

**DEVELOP TEAMS AND INDIVIDUALS TO ENHANCE PERFORMANCE**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Development activity is carried out</b>	a. with the learner's team and all individuals who form the learner's work team(s) including the learner him/herself, within the line responsibility of the learner, and determined by the organisation but for whom the learner does not have line responsibility
<b>2. Development needs</b>	a. stress management b. work prioritisation c. career planning d. time management e. interpersonal skills
<b>3. Development activities</b>	a. specifically designed/allocated work activities b. formal education/training c. informal education/training
<b>4. Development takes place during</b>	a. normal work-time b. off-duty time
<b>5. Evaluation of development needs</b>	a. at induction b. during periodic appraisals c. after promotions, relocations or restructuring d. in response to particular requests or suggestions
<b>6. Strengths and weaknesses</b>	a. technical needs b. effectiveness of whole teams c. team roles and interpersonal skills

Evidence Guide

**DEVELOP TEAMS AND INDIVIDUALS TO ENHANCE PERFORMANCE**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of methods to determine development needs of work teams within an organisation and to develop plans and activities which address these needs</li> <li>b. Assessment of performance should be over a period of time covering all categories of development needs and activities within the range of variables statements that are applicable in the learners work environment</li> <li>c. In particular, assessment must confirm the ability to:                         <ul style="list-style-type: none"> <li>c.1 identify particular strengths and weaknesses when matched to current and anticipated work requirements</li> <li>c.2 develop and prioritise team building and development to meet organisational objectives</li> <li>c.3 monitor and review planning and development activities</li> <li>c.4 identify development activities which optimise available resources</li> <li>c.5 encourage individuals to be involved in the planning of activities</li> <li>c.6 Understand the purpose and context of the managerial action</li> <li>c.7 identify and implement development objectives and activities which are likely to meet both current and anticipated team, individual and organisational requirements</li> <li>c.8 encourage staff to assess their own learning and development needs and to be involved in the planning and review of that development</li> <li>c.9 establish objectives consistent with effective team operation, current and anticipated competence and organisational/operational priorities</li> <li>c.10 achieve changes in performance through feedback and review</li> <li>c.11 undertake initiatives in light of current role or future demands</li> <li>c.12 allocate suitable time and resources to achieve objectives</li> <li>c.13 identify current competence using appropriate models</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):                         <ul style="list-style-type: none"> <li>a.1 SRX TEM 005A Lead, manage and develop work teams</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):                         <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1. BSX FMI 504A Participate in, lead and facilitate work teams</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                         <ul style="list-style-type: none"> <li>a.1 Job descriptions, job roles and requisite competencies</li> <li>a.2 Trends and methods to determine future competency requirements</li> <li>a.3 Sources of training</li> <li>a.4 Types and availability of training development activities and opportunities</li> <li>a.5 Principles of human resource management</li> <li>a.6 Organisation's policies and procedures with respect to professional development and quality standards</li> <li>a.7 Legislation relating to work activities</li> <li>a.8 Industrial awards and agreements</li> </ul> </li> <li>b. Underpinning skills                         <ul style="list-style-type: none"> <li>b.1 Research and analytical skills to determine current and future competency requirements</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>b.2 Team facilitation</li> <li>b.3 Communication skills to consult, provide information and feedback</li> <li>b.4 Planning and resource allocation skills</li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a work environment and a work team</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of develop needs and activities within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	2	1

**PLANNING**

**PLA**

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**BSX FMI 505A****MANAGE OPERATIONS TO ACHIEVE PLANNED OUTCOMES**

PLA

Planning

**DESCRIPTION: This unit covers the knowledge and skills frontline managers require to be actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This pivotal role is carried out to create safe, efficient and effective products and services to client satisfaction within the organisation's productivity and profitability plans.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Plan resource use to achieve profit/productivity targets</b>	a. Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers b. Operational plans contribute to the achievement of the organisation's performance/business plan c. Operational plans identify available resources, taking into account client needs and the organisation's plans d. Contingency plans are prepared in the event that initial plans need to be varied
<b>2. Acquire resources to achieve operational plan</b>	a. Employees are recruited and inducted within the organisation's human resource management policies and practices b. Physical resources and services are acquired in accord with the organisation's practices and procedures
<b>3. Monitor operational performance</b>	a. Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets b. Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance c. Unsatisfactory performance is identified and prompt action is taken to rectify the situation d. Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups
<b>4. Monitor resources usage</b>	a. Systems and processes are monitored to establish whether resources are being used as planned b. Problems with resource usage are investigated and rectified and/or reported to designated persons/groups c. Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard d. Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisation's requirements

## Range of Variables

**MANAGE OPERATIONS TO ACHIEVE PLANNED OUTCOMES**

VARIABLE STATEMENT	CATEGORIES
1. Learning opportunities	<ul style="list-style-type: none"> <li>a. mentoring</li> <li>b. action learning</li> <li>c. exchange/rotation</li> <li>d. coaching</li> <li>e. shadowing</li> <li>f. structured training programs</li> </ul>
2. Resources	<ul style="list-style-type: none"> <li>a. people</li> <li>b. power/energy</li> <li>c. technology</li> <li>d. time</li> <li>e. information</li> <li>f. finance</li> <li>g. equipment</li> <li>h. buildings/facilities</li> </ul>
3. Workplace context	<ul style="list-style-type: none"> <li>a. frontline managers will normally be engaged in a workplace context in which they               <ul style="list-style-type: none"> <li>a.1 are autonomous, working under broad guidance</li> <li>a.2 may supervise others</li> <li>a.3 may guide teams</li> <li>a.4 may have responsibility for planning and managing the work of others</li> <li>a.5 will be involved in self-directed application of knowledge</li> <li>a.6 have substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions</li> <li>a.7 operate in varied or highly specific contexts</li> <li>a.8 use competencies independently for routine and non-routine purposes</li> <li>a.9 use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints</li> </ul> </li> </ul>
4. Work environment	<ul style="list-style-type: none"> <li>a. frontline managers will normally operate in diverse and complex workplace environments in which they use the organisation's               <ul style="list-style-type: none"> <li>a.1 goals, objectives, plans, systems and processes</li> <li>a.2 quality and continuous improvement processes and standards</li> <li>a.3 business and performance plans</li> <li>a.4 resources, which may be subject to negotiation</li> <li>a.5 ethical standards</li> </ul> </li> <li>b. They use legislation, codes and national standards relevant to the workplace</li> </ul>

Evidence Guide

**MANAGE OPERATIONS TO ACHIEVE PLANNED OUTCOMES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of managing operations to achieve planned outcomes in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Manage work effectively to achieve goals and results</li> <li>c.2 Research, acquire and use information appropriate to responsibility</li> <li>c.3 Make decisions within responsibility and authority in a diverse and complex workplace</li> <li>c.4 Participate effectively in wider organisational processes which have an effect on operational performance</li> <li>c.5 Organise and use resources to achieve business plans</li> <li>c.6 Provide input to the organisation's planning processes</li> <li>c.7 Eliminate/minimise resource inefficiencies and waste</li> <li>c.8 Create products/services which are safe for client use</li> <li>c.9 Develop alternative and innovative approaches to improve resource use</li> <li>c.10 Ensure that legislative requirements are met in work operations</li> <li>c.11 Prepare and negotiate recommendations to change operations</li> <li>c.12 Use effective consultative processes</li> <li>c.13 Seek feedback and act on constructive advice</li> <li>c.14 Promote available learning methods to assist colleagues</li> <li>c.15 Use information management systems</li> <li>c.16 Select and use available technology appropriate to the task</li> <li>c.17 Record/report information within established systems</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 BSX FMI 501A Manage personal work priorities and professional development</li> <li>a.2 BSX FMI 502A Provide leadership in the workplace</li> <li>a.3 BSX FMI 504A Participate in, lead and facilitate work teams</li> <li>a.4 BSX FMI 507A Manage quality client service</li> <li>a.5 PUA COMO 04A Manage organisational communication strategies</li> <li>a.6 SRX RIS 002A Conduct a risk audit and develop a risk management policy</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 BSX FMI 506A Manage workplace information</li> <li>c.2 SRX PLA 001A Develop a strategic plan</li> <li>c.3 SRX PLA 002A Prepare an operational plan</li> <li>c.4 SRX PLA 003A Develop and implement policy and procedures</li> <li>c.5 SRX PLA 004A Evaluate organisation's activities</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Organisational management systems</li> <li>a.2 Strategic and business plans of the organisation</li> <li>a.3 Existing technology</li> <li>a.4 Organisation's policies and procedures in relation to planning, resource usage and complying with legislative requirements</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>a.5 Occupational Health and Safety legislation</li> <li>a.6 Equal Employment Opportunity legislation</li> <li>b. Underpinning skills                             <ul style="list-style-type: none"> <li>b.1 Analytical skills to review the business plans of the organisation</li> <li>b.2 Investigating skills to identify resource needs</li> <li>b.3 Planning skills to set goals in order to achieve overall results</li> <li>b.4 Problem solving skills to solve operational issues</li> <li>b.5 Negotiation skills in order to negotiate at all levels of the organisation</li> <li>b.6 Evaluation skills to evaluate the effectiveness of processes on organisational performance</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a range of organisational resources in a work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	2	3

**BSX FMI 506A****MANAGE WORKPLACE INFORMATION**

PLA

Planning

**DESCRIPTION: This unit covers the knowledge and skills frontline managers require to be an important creator and manager of information. Their competence in identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individual's/team's/organisation's performance.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Identify and source information needs</b>	<ul style="list-style-type: none"> <li>a. The information needs of the individuals/teams is determined and the sources identified</li> <li>b. Information held by the organisation is reviewed to determine suitability and accessibility</li> <li>c. Plans are prepared to obtain information which is not available/accessible within the organisation</li> </ul>
<b>2. Collect, analyse and report information</b>	<ul style="list-style-type: none"> <li>a. Collection of information is timely and relevant to the needs of individuals/teams</li> <li>b. Information is in a format suitable for analysis, interpretation and dissemination</li> <li>c. Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was required</li> </ul>
<b>3. Use management information systems</b>	<ul style="list-style-type: none"> <li>a. Management information systems are used effectively to store and retrieve data for decision making</li> <li>b. Technology available in the work area/organisation is used to manage information efficiently and effectively</li> <li>c. Recommendations for improving the information system are submitted to designated persons/groups</li> </ul>
<b>4. Prepare business plan/budgets</b>	<ul style="list-style-type: none"> <li>a. Individuals/teams are involved in business plans/budget preparation in a way which uses their contribution effectively and gains their support for the outcomes</li> <li>b. Business plans/budgets are prepared and presented in accordance with the organisation's guidelines and requirements</li> <li>c. Contingency plans are prepared in the event that alternative action is required</li> </ul>
<b>5. Prepare resource proposals</b>	<ul style="list-style-type: none"> <li>a. Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management</li> <li>b. Estimates of resource needs and utilisation reflects the organisation's business plans, and customer and supplier requirements</li> <li>c. Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes</li> </ul>

## Range of Variables

**MANAGE WORKPLACE INFORMATION**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Learning opportunities</b>	<ul style="list-style-type: none"> <li>a. mentoring</li> <li>b. shadowing</li> <li>c. action learning</li> <li>d. exchange/rotation</li> <li>e. coaching</li> <li>f. structured training programs</li> </ul>
<b>2. Resources</b>	<ul style="list-style-type: none"> <li>a. people</li> <li>b. buildings/facilities</li> <li>c. power/energy</li> <li>d. information</li> <li>e. equipment</li> <li>f. finance</li> <li>g. technology</li> <li>h. time</li> </ul>
<b>3. Workplace context</b>	<ul style="list-style-type: none"> <li>a. frontline managers will normally be engaged in a workplace context in which they               <ul style="list-style-type: none"> <li>a.1 are autonomous, working under broad guidance</li> <li>a.2 may supervise others</li> <li>a.3 may guide teams</li> <li>a.4 may have responsibility for planning and managing the work of others</li> <li>a.5 will be involved in self-directed application of knowledge</li> <li>a.6 have substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions</li> <li>a.7 operate in varied or highly specific contexts</li> <li>a.8 use competencies independently for routine and non-routine purposes</li> <li>a.9 use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints</li> </ul> </li> </ul>
<b>4. Work environment</b>	<ul style="list-style-type: none"> <li>a. frontline managers will normally operate in diverse and complex workplace environments in which they use the organisation's               <ul style="list-style-type: none"> <li>a.1 goals, objectives, plans, systems and processes</li> <li>a.2 quality and continuous improvement processes and standards</li> <li>a.3 business and performance plans</li> <li>a.4 resources, which may be subject to negotiation</li> <li>a.5 ethical standards</li> </ul> </li> <li>b. They use legislation, codes and national standards relevant to the workplace</li> </ul>

## Evidence Guide

**MANAGE WORKPLACE INFORMATION**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of managing the information needs of the organisation and the individuals within the organisation and preparing business and financial plans in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 Manage work effectively to achieve goals and results</li> <li>c.2 Research, acquire and use information appropriate to responsibility</li> <li>c.3 Make decisions within responsibility and authority in a diverse and complex workplace</li> <li>c.4 Monitor and improve ways to manage information</li> <li>c.5 Explain basic financial concepts in business plans/budgets</li> <li>c.6 Prepare financial information within standard format</li> <li>c.7 Prepare resource proposals within budget constraints</li> <li>c.8 Explain methods to gain efficiencies in resource management</li> <li>c.9 Prepare and negotiate recommendations to improve the organisation's information systems</li> <li>c.10 Ensure that legislative requirements are met in resource plans</li> <li>c.11 Promote available learning methods to support colleagues</li> <li>c.12 Use effective consultative processes</li> <li>c.13 Communicate with colleagues who have specialist responsibilities in financial and resource management</li> <li>c.14 Use information management systems</li> <li>c.15 Select and use available technology appropriate to the task</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 PUX COMO 04A Manage organisational communication strategies</li> <li>a.2 SRX COM 005A Research, prepare and present information</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 BSX FMI 505A Manage operations to achieve planned outcomes</li> <li>c.2 SRX PLA 001A Develop a strategic plan</li> <li>c.3 SRX PLA 002A Prepare an operational plan</li> <li>c.4 SRX PLA 003A Develop and implement policy and procedures</li> <li>c.5 SRX PLA 004A Evaluate organisation's activities</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Organisational and management systems</li> <li>a.2 Occupational Health and Safety legislation</li> <li>a.3 Environment Protection legislation</li> <li>a.4 Equal Employment Opportunity legislation</li> <li>a.5 Industrial awards and agreements</li> <li>a.6 Organisation's policy and procedures for training of new and existing employees</li> <li>a.7 Organisation policy and procedures in regard to information and review of internal and external operating environment</li> <li>a.8 Existing technology</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>a.9 Qualitative and quantitative analysis techniques</li> <li>a.10 Methods for analysing and evaluating information</li> <li>a.11 Organisation’s objectives, key purpose, prime functions and key departments</li> <li>a.12 Organisation’s policy and procedures for the confidentiality and security of information</li> <li>a.13 Financial management and budgeting</li> <li>a.14 Strategic planning processes</li>   <li>b. Underpinning skills <ul style="list-style-type: none"> <li>b.1 Consultation with employees, union and management, external consultants</li> <li>b.2 Time management</li> <li>b.3 Counseling</li> <li>b.4 Review/analyse and summarise literature</li> <li>b.5 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments</li> <li>b.6 Investigating skills to identify information needs of the organisation</li> <li>b.7 Problem solving skills to make recommendations on variances to budgets</li> <li>b.8 Evaluation skills to evaluate the effectiveness of current information management systems</li> <li>b.9 Data collection and analysis skills to gather and assess movements within information needs of the organisation</li> <li>b.10 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence</li> <li>b.11 Team and human resource management skills</li> <li>b.12 Use of technology in order to understand management and accounting systems</li> </ul> </li> </ul>
<p><b>4. Resource implications</b></p>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real workplace with information management systems in place</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<p><b>5. Consistency in performance</b></p>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<p><b>6. Context for assessment</b></p>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	2	3	3

**SRX PLA 001A      DEVELOP A STRATEGIC PLAN**

PLA

Planning

**DESCRIPTION: This unit covers the knowledge and skills required to develop a strategic plan for the organisation, including researching the needs of the organisation to ensure the strategic plan is relevant, developing the strategic plan and monitoring the implementation and effectiveness of the plan.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Prepare and research needs</b>	<ul style="list-style-type: none"> <li>a. Purpose of plan and its relationship to the organisation's stated objectives are identified</li> <li>b. Client and organisational <b>needs</b> are consistent with the operating environment</li> <li>c. Information obtained on <b>needs</b> is relevant to organisation objectives, and are valid and reliable</li> <li>d. <b>Data</b> collected enables preparation of trends over appropriate time periods</li> </ul>
2. <b>Analyse available information</b>	<ul style="list-style-type: none"> <li>a. Research information is formatted to enable appropriate comparisons</li> <li>b. Summaries are prepared that identify key and relevant aspects</li> <li>c. <b>Recommendations</b> for action are made based on accurate interpretation of analysed information</li> </ul>
3. <b>Identify required strategies</b>	<ul style="list-style-type: none"> <li>a. Steps required to implement strategies are logical and capable of implementation</li> <li>b. Strategies are clearly formulated and made available to <b>relevant parties</b> for comment, where appropriate</li> <li>c. Strategies identified are in line with the organisation's objectives and <b>relevant legislation</b></li> <li>d. Opportunities and constraints to implementation are clearly recognised and documented</li> <li>e. <b>Change approaches and methods</b> are clearly documented for future planning to ensure new developments are based on experience</li> </ul>
4. <b>Document strategic plan</b>	<ul style="list-style-type: none"> <li>a. Strategic directions for the organisation are supported by available evidence</li> <li>b. Sound operational plans can be implemented based on the strategic plan</li> <li>c. Documentation is clear, concise and accurate</li> <li>d. Strategic plan is distributed to all <b>relevant parties</b> to ensure effective communication of information</li> </ul>
5. <b>Review strategic plan against identified desired outcomes</b>	<ul style="list-style-type: none"> <li>a. Mechanism for evaluation of strategic plan is determined</li> <li>b. Timeframes for evaluation are determined</li> <li>c. Feedback from all <b>relevant parties</b> on implementation issues and outcomes is evaluated</li> <li>d. Problems identified are resolved and/or reported to <b>appropriate persons</b></li> <li>e. Where appropriate, modifications to strategic plan are recommended</li> </ul>

## Range of Variables

**DEVELOP A STRATEGIC PLAN**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Appropriate persons</b>	<ul style="list-style-type: none"> <li>a. Chief Executive Officer</li> <li>b. Board of Management</li> <li>c. Human Resources Manager</li> <li>d. Personnel manager</li> </ul>
<b>2. Change approaches and methods</b>	<ul style="list-style-type: none"> <li>a. consultative</li> <li>b. education/training</li> <li>c. mentoring</li> <li>d. exchange/rotation</li> <li>e. team work</li> <li>f. supportive and encouraging</li> <li>g. clearly documented</li> </ul>
<b>3. Data</b>	<ul style="list-style-type: none"> <li>a. demographic profiles</li> <li>b. participation profiles</li> <li>c. motivations</li> <li>d. external policy requirements</li> </ul>
<b>4. Needs</b>	<ul style="list-style-type: none"> <li>a. participants</li> <li>b. supporters</li> <li>c. sponsors <ul style="list-style-type: none"> <li>c.1 current</li> <li>c.2 prospective</li> </ul> </li> <li>d. members</li> <li>e. volunteers</li> <li>f. teams</li> <li>g. clubs</li> <li>h. facility owners</li> <li>i. committees</li> <li>j. boards</li> <li>k. media</li> <li>l. government</li> <li>m. employees</li> </ul>
<b>5. Relevant parties</b>	<ul style="list-style-type: none"> <li>a. past, present and prospective employer bodies</li> <li>b. employee bodies</li> <li>c. employees</li> <li>d. participants</li> <li>e. supporters</li> <li>f. sponsors</li> <li>g. members</li> <li>h. volunteers</li> <li>i. teams</li> <li>j. clubs</li> <li>k. facility owners</li> <li>l. government</li> </ul>
<b>6. Relevant legislation</b>	<ul style="list-style-type: none"> <li>a. Occupational Health and Safety</li> <li>b. consumer affairs</li> <li>c. Equal Employment Opportunity</li> <li>d. Corporation's Law</li> </ul>



	<ul style="list-style-type: none"> <li>e. organisation articles of association</li> <li>f. professional association regulations</li> <li>g. codes and guidelines</li> </ul>
<b>7. Research</b>	<ul style="list-style-type: none"> <li>a. surveys</li> <li>b. focus groups</li> <li>c. interviews</li> <li>d. computer generated information</li> <li>e. industry publications</li> </ul>
<b>8. Work environment</b>	<p>varies with respect to</p> <ul style="list-style-type: none"> <li>a. size of organisation</li> <li>b. type of organisation</li> <li>c. location</li> <li>d. complexity</li> <li>e. product/service range</li> </ul>

## Evidence Guide

**DEVELOP A STRATEGIC PLAN**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of the factors that influence the development of a strategic plan in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 Ensure data collected for inclusion in the strategic plan is relevant to the needs of the organisation</li> <li>c.2 Make recommendations that are accurate and relevant to the objectives of the organisation</li> <li>c.3 Ensure all relevant parties are given an opportunity to have input into the development of the strategic plan</li> <li>c.4 Prepare recommendations for inclusion in the strategic plan that are based on sound evidence</li> <li>c.5 Evaluate the strategic plan and make modifications where necessary</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 SRX ADM 017A Plan and establish office administration systems and procedures</li> <li>a.2 SRX COM 005A Research, prepare and present information</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 SRX PLA 002A Prepare an operational plan</li> <li>c.2 SRX PLA 003A Develop and implement policy and procedures</li> <li>c.3 SRX PLA 004A Evaluate organisation's activities</li> <li>c.4 BSX FMI 505A Manage operations to achieve planned outcomes</li> <li>c.5 BSX FMI 506A Manage workplace information</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Data collection methods for the identification of relevant data for inclusion in the strategic plan</li> <li>a.2 Research methods in order to gather relevant information</li> <li>a.3 Organisation/business plans and context</li> <li>a.4 Trend analysis to analyse and recommend current and future trends for the organisation</li> <li>a.5 Organisational and management systems</li> <li>a.6 Occupational Health and Safety legislation</li> <li>a.7 Environment Protection legislation</li> <li>a.8 Equal Employment Opportunity legislation</li> <li>a.9 Strategic planning processes</li> <li>a.10 Organisation's policy and procedures for training of new and existing employees</li> <li>a.11 Organisation policy and procedures in regard to information and review of internal and external operating environments</li> <li>a.12 Qualitative and quantitative analysis techniques</li> <li>a.13 Methods for analysing and evaluating information</li> <li>a.14 Organisation's objectives, key purpose, prime functions and key departments</li> <li>a.15 Organisation's policy and procedures for the confidentiality and security of information</li> </ul> </li> </ul>

	<p>a.16 Financial management and budgeting</p> <p>b. Underpinning skills</p> <p>b.1 Consultation skills in order to consult with employees, union and management, external consultants</p> <p>b.2 Counseling skills to counsel staff on the change process</p> <p>b.3 Review/analyse and summarise literature</p> <p>b.4 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments</p> <p>b.5 Problem solving skills to make recommendations on variances to the strategic plan</p> <p>b.6 Evaluation skills to evaluate the effectiveness of the strategic plan</p> <p>b.7 Data collection and analysis skills to gather and assess relevant information for inclusion in the strategic plan</p> <p>b.8 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence</p> <p>b.9 Team and human resource management skills</p> <p>b.10 Use of technology in order to understand management and accounting systems</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to a real workplace and information to develop a strategic plan</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	1	3	1

## SRX PLA 002A      PREPARE AN OPERATIONAL PLAN

PLA

Planning

**DESCRIPTION: This unit covers the knowledge and skills required to prepare an operational plan for the organisation incorporating the range of services the organisation offers, performance targets and, the human, physical and financial resources needed in implementing the operational plan and reviewing the outcomes.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Research and document range of services</b>	<ul style="list-style-type: none"> <li>a. Existing operational plans are identified and reviewed</li> <li>b. Suitable range of <b>services</b> to meet identified <b>client</b> needs are determined and documented</li> <li>c. <b>Services</b> that match opportunities are identified, prioritised and documented</li> </ul>
2. <b>Establish performance targets</b>	<ul style="list-style-type: none"> <li>a. Effective and relevant <b>performance measures</b> are established</li> <li>b. Timeframes are established that are achievable and practical</li> <li>c. Measures to monitor and review performance are determined</li> </ul>
3. <b>Identify human, physical and financial resource requirements</b>	<ul style="list-style-type: none"> <li>a. Information systems are identified that have the capacity to accurately capture and record relevant information</li> <li>b. Timely and accurate information can be provided from information systems</li> <li>c. Appropriately skilled human resources to support the service are identified to ensure adequate support and provision of administrative services</li> <li>d. Requirements for training are identified which ensures all persons are conversant with the service requirements</li> <li>e. Facilities and equipment which provide consistent and efficient service support are specified and accessible</li> <li>f. Equipment systems that facilitate work flow communications are specified</li> </ul>
4. <b>Prepare financial forecasts</b>	<ul style="list-style-type: none"> <li>a. <b>Sources of income</b> are accurately identified</li> <li>b. Income forecasts are prepared using business budgeting formats for services</li> <li>c. Accurate <b>expenses</b> based on known costs are identified</li> <li>d. Expense forecasts that allow for contingencies are prepared</li> <li>e. Adequate return on investment is demonstrated through calculation of a net result for the service</li> </ul>
5. <b>Plan implementation</b>	<ul style="list-style-type: none"> <li>a. Schedule of <b>activities</b> to achieve required outcomes is prepared</li> <li>b. Measures and methods for monitoring the implementation and outcomes are established</li> </ul>
6. <b>Document the operation plan</b>	<ul style="list-style-type: none"> <li>a. All components of the operational plan are integrated in a standard format to organisation's specifications</li> <li>b. All significant information and analysis is included in documentation</li> <li>c. Plan is documented in a logical, concise and conclusive manner</li> <li>d. Operational plan provides clear directions to enable effective decision making to occur</li> <li>e. Operational plan is effectively communicated to relevant parties</li> </ul>

- 7. Review operational plan against identified desired outcomes**
- a. Mechanism for evaluation of operational plan is determined
  - b. Timeframes for evaluation process are determined
  - c. Feedback from all relevant parties on implementation issues and outcomes is evaluated
  - d. Problems identified are resolved and/or reported to appropriate persons
  - e. Modifications to the operational plan are recommended, where appropriate

## Range of Variables

**PREPARE AN OPERATIONAL PLAN**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Activities</b>	<ul style="list-style-type: none"> <li>a. marketing</li> <li>b. administration</li> <li>c. systems</li> <li>d. training</li> </ul>
<b>2. Clients</b>	<ul style="list-style-type: none"> <li>a. participants</li> <li>b. supporters</li> <li>c. sponsors</li> <li>d. members</li> <li>e. volunteers</li> <li>f. teams</li> <li>g. clubs</li> <li>h. facility owners</li> <li>i. government</li> </ul>
<b>3. Expenses</b>	<ul style="list-style-type: none"> <li>a. facilities and equipment purchases</li> <li>b. maintenance and security</li> <li>c. marketing costs</li> <li>d. development costs</li> <li>e. consultants</li> <li>f. training</li> <li>g. administration</li> <li>h. officials</li> <li>i. member services</li> </ul>
<b>4. Performance measures</b>	<ul style="list-style-type: none"> <li>a. level of participation</li> <li>b. comparative market share</li> <li>c. sales of goods/services</li> <li>d. return on investment</li> <li>e. membership lapses</li> <li>f. sponsor income</li> <li>g. client service levels</li> <li>h. level of complaints</li> <li>i. utilisation rates</li> <li>j. public profile</li> <li>k. media coverage</li> </ul>
<b>5. Sources of income</b>	<ul style="list-style-type: none"> <li>a. memberships</li> <li>b. gate/entry fees</li> <li>c. merchandise sales</li> <li>d. sponsorship</li> <li>e. commissions</li> <li>f. capital income</li> <li>g. rents</li> <li>h. leases</li> <li>i. grants</li> <li>j. patrons</li> <li>k. activity fees and charges</li> </ul>
<b>6. Services</b>	<ul style="list-style-type: none"> <li>a. activities <ul style="list-style-type: none"> <li>a.1 match</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>a.2 tour</li> <li>a.3 event</li> <li>a.4 program</li> <li>a.5 fixture</li> <li>a.6 season</li> <li>a.7 calendar</li> <li>a.8 session</li> <li>b. course/training program</li> <li>c. merchandise</li> <li>d. social</li> <li>e. development</li> </ul>
<p><b>7. Work environment</b></p>	<ul style="list-style-type: none"> <li>a. resources             <ul style="list-style-type: none"> <li>a.1 people</li> <li>a.2 equipment</li> <li>a.3 finance</li> <li>a.4 location</li> </ul> </li> <li>b. relevant legislation and industry codes             <ul style="list-style-type: none"> <li>b.1 Occupational Health and Safety</li> <li>b.2 consumer affairs</li> <li>b.3 Equal Opportunity</li> <li>b.4 Corporation's law</li> <li>b.5 organisation articles of association</li> <li>b.6 professional association regulations</li> <li>b.7 codes and guidelines</li> </ul> </li> <li>c. planning schedules             <ul style="list-style-type: none"> <li>c.1 milestones</li> <li>c.2 lead times</li> <li>c.3 timeframes</li> </ul> </li> <li>d. industry sectors             <ul style="list-style-type: none"> <li>d.1 sport</li> <li>d.2 fitness</li> <li>d.3 outdoor recreation</li> <li>d.4 community recreation</li> </ul> </li> </ul>

Evidence Guide

**PREPARE AN OPERATIONAL PLAN**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the development of an operational plan in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Ensure all current operational, strategic and business plans are reviewed when developing new operational plan</p> <p>c.2 Ensure the operational plan documents performance measures and review mechanisms</p> <p>c.3 Identify the necessary human, physical and financial resources needed for the implementation of the operational plan</p> <p>c.4 Ensure the plan is implemented effectively</p> <p>c.5 Ensure the implementation of the plan is reviewed regularly and recommendations made on modifications necessary</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX PLA 001A Develop a strategic plan</p> <p>a.2 SRX COM 005A Research, prepare and present information</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 BSX FMI 505A Manage operations to achieve planned outcomes</p> <p>c.2 BSX FMI 506A Manage workplace information</p> <p>c.3 SRX PLA 001A Develop a strategic plan</p> <p>c.4 SRX PLA 003A Develop and implement policy and procedures</p> <p>c.5 SRX PLA 004A Evaluate organisation's activities</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation guidelines and objectives</p> <p>a.2 Data collection methods for the identification of relevant data for inclusion in the operational plan</p> <p>a.3 Research methods in order to gather relevant information</p> <p>a.4 Organisation/business plans and context</p> <p>a.5 Trend analysis to analyse and recommend on current and future trends for the organisation</p> <p>a.6 Organisational and management systems</p> <p>a.7 Occupational Health and Safety legislation</p> <p>a.8 Environment Protection legislation</p> <p>a.9 Equal Employment Opportunity legislation</p> <p>a.10 Strategic planning processes</p> <p>a.11 Organisation's policy and procedures for training of new and existing employees</p> <p>a.12 Organisation policy and procedures in regard to information and review of internal and external operating environments</p> <p>a.13 Qualitative and quantitative analysis techniques</p> <p>a.14 Methods for analysing and evaluating information</p> <p>a.15 Organisation's objectives, key purpose, prime functions and key departments</p> <p>a.16 Organisation's policy and procedures for the confidentiality and security of information</p>



	<p>a.17 Financial management and budgeting</p> <p>b. Underpinning skills</p> <p>b.1 Decision making</p> <p>b.2 Consultation skills in order to consult with employees, union and management, external consultants</p> <p>b.3 Counseling skills to counsel staff on the change process</p> <p>b.4 Review/analyse and summarise literature</p> <p>b.5 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments</p> <p>b.6 Problem solving skills to make recommendations on variances to the strategic plan</p> <p>b.7 Evaluation skills to evaluate the effectiveness of the strategic plan</p> <p>b.8 Data collection and analysis skills to gather and assess relevant information for inclusion in the strategic plan</p> <p>b.9 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence</p> <p>b.10 Team and human resource management skills</p> <p>b.11 Use of technology in order to understand management and accounting systems</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to a real workplace and information to develop an operational plan</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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

## SRX PLA 003A      DEVELOP AND IMPLEMENT POLICY AND PROCEDURES

PLA

Planning

**DESCRIPTION:** This unit covers the knowledge and skills require to develop and implement policy and procedures, including researching the need for a policy, conduct consultative processes with relevant parties on the development of the policy, draft the policy or procedure, implement and review the policy or procedure.

ELEMENT	PERFORMANCE CRITERIA
1. Establish the need for a policy or procedure	<ul style="list-style-type: none"> <li>a. Need for <b>policy/procedures</b> to contribute to effective and efficient practice in the work place is established</li> <li>b. Desired outcomes for the establishment of <b>policy/procedures</b> are formulated and documented</li> <li>c. Need for acceptance of policy and procedures is determined and negotiated where appropriate</li> </ul>
2. Facilitate the development of policy/procedures	<ul style="list-style-type: none"> <li>a. Terms of reference and guidelines are prepared and made available to people/parties involved in the process</li> <li>b. A consultative process appropriate to the <b>policy/procedure</b> area is used</li> <li>c. All parties contributing to the development process are fully informed of relevant information</li> </ul>
3. Prepare draft document of policy/procedures	<ul style="list-style-type: none"> <li>a. Draft document is produced covering all required aspects, using clear and concise language in a format consistent with industry presentation</li> <li>b. Draft <b>policy/procedures</b> are consistent with organisational objectives, take into account availability of <b>resources</b> and specify timeframes for implementation</li> <li>c. Draft <b>policy/procedures</b> comply with all relevant legislation</li> <li>d. Draft <b>policy/procedures</b> incorporate outcomes of the consultative process where appropriate</li> </ul>
4. Implement policy/procedures	<ul style="list-style-type: none"> <li>a. All <b>relevant parties are informed</b> to ensure an understanding of issues involved, relevance of <b>policy/procedures</b>, implications to operation and ease of access to information</li> <li>b. All <b>relevant parties</b> are advised of their responsibilities under the new <b>policy/procedures</b></li> <li>c. Education and training is given to all <b>relevant parties</b> where necessary to ensure correct implementation</li> </ul>
5. Review policy/procedures against identified desired outcomes	<ul style="list-style-type: none"> <li>a. Mechanism for evaluation of <b>policy/procedures</b> is determined</li> <li>b. Timeframes for evaluation process are determined</li> <li>c. Feedback from all <b>relevant parties</b> on implementation issues and outcomes is evaluated</li> <li>d. Problems identified are resolved and/or reported to appropriate persons</li> <li>e. Where appropriate, modifications to <b>policy/procedures</b> are recommended</li> </ul>

## Range of Variables

**DEVELOP AND IMPLEMENT POLICY AND PROCEDURES**

VARIABLE STATEMENT	CATEGORIES
1. Policy/procedures	<ul style="list-style-type: none"> <li>a. administrative</li> <li>b. Equal Employment Opportunity</li> <li>c. Occupational Health and Safety</li> <li>d. performance assessment</li> <li>e. grievance</li> <li>f. training</li> <li>g. recruitment</li> <li>h. Industrial Relations</li> </ul>
2. Relevant parties	<ul style="list-style-type: none"> <li>a. employees</li> <li>b. participants</li> <li>c. supporters</li> <li>d. sponsors</li> <li>e. members</li> <li>f. volunteers</li> <li>g. teams</li> <li>h. clubs</li> <li>i. facility owners</li> <li>j. government</li> </ul>
3. Relevant parties are informed	<ul style="list-style-type: none"> <li>a. on a one-to-one basis</li> <li>b. by group training</li> <li>c. by distribution of hard copies of guidelines</li> <li>d. via e-mail messages</li> </ul>
4. Resources	<ul style="list-style-type: none"> <li>a. human</li> <li>b. physical</li> <li>c. financial</li> </ul>
5. Work environment	<ul style="list-style-type: none"> <li>a. policy <ul style="list-style-type: none"> <li>a.1 usually a statement/series of statements of direction for the organisation</li> </ul> </li> <li>b. procedure <ul style="list-style-type: none"> <li>b.1 usually a series of statements that define how work is to be done to achieve policy directions</li> </ul> </li> <li>c. industry sectors <ul style="list-style-type: none"> <li>c.1 sport</li> <li>c.2 fitness</li> <li>c.3 community recreation</li> <li>c.4 outdoor recreation</li> </ul> </li> </ul>

## Evidence Guide

**DEVELOP AND IMPLEMENT POLICY AND PROCEDURES**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of the factors influencing the development and implementation of policies and procedures in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 Identify the need for the development of a policy or procedure</li> <li>c.2 Undertake consultation with relevant people in order for the new policy or procedure to be accepted</li> <li>c.3 Ensure the draft policy or procedure is comprehensive and uses clear and concise language</li> <li>c.4 Ensure draft policy or procedure complies with all legislative and organisational requirements</li> <li>c.5 Ensure all relevant people are involved in the implementation of the new policy or procedure and are aware of their responsibilities</li> <li>c.6 Organise training for staff, where necessary, to ensure correct implementation of the new policy or procedure</li> <li>c.7 Review the policies and procedures regularly to ensure outcomes are achieved</li> <li>c.8 Make recommendations on modifications to policy and procedures where appropriate</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 SRX ADM 0017A Plan and establish office administration systems and procedures</li> <li>a.2 SRX COM 005A Research, prepare and present information</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 BSX FMI 505A Manage operations to achieve planned outcomes</li> <li>c.2 BSX FMI 506A Manage workplace information</li> <li>c.3 SRX PLA 001A Develop a strategic plan</li> <li>c.4 SRX PLA 002A Prepare an operational plan</li> <li>c.5 SRX PLA 004A Evaluate organisation's activities</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Relevant organisational policies and procedures</li> <li>a.2 Organisation guidelines and objectives</li> <li>a.3 Data collection methods for the identification of relevant data for the development of new policies and procedures</li> <li>a.4 Research methods in order to gather relevant information</li> <li>a.5 Organisation/business plans and context</li> <li>a.6 Trend analysis to analyse and recommend on current and future trends for the organisation</li> <li>a.7 Organisational and management systems</li> <li>a.8 Occupational Health and Safety legislation</li> <li>a.9 Environment Protection legislation</li> <li>a.10 Equal Employment Opportunity legislation</li> <li>a.11 Strategic planning processes</li> <li>a.12 Organisation's policy and procedures for training of new and existing employees</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>a.13 Organisation policy and procedures in regard to information and review of internal and external operating environments</li> <li>a.14 Qualitative and quantitative analysis techniques</li> <li>a.15 Methods for analysing and evaluating information</li> <li>a.16 Organisation's objectives, key purpose, prime functions and key departments</li> <li>a.17 Organisation's policy and procedures for the confidentiality and security of information</li> <li>a.18 Financial management and budgeting</li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Research methods</li> <li>b.2 Contingency management</li> <li>b.3 Consultation skills in order to consult with employees, union and management, external consultants</li> <li>b.4 Counseling skills to counsel staff on the change process</li> <li>b.5 Review/analyse and summarise literature</li> <li>b.6 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments</li> <li>b.7 Problem solving skills to make recommendations on variances to work patterns due to new policies and procedures</li> <li>b.8 Evaluation skills to evaluate the effectiveness of the policies and procedures</li> <li>b.9 Data collection and analysis skills to gather and assess relevant information for inclusion in policies and procedures</li> <li>b.10 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence</li> <li>b.11 Team and human resource management skills</li> <li>b.12 Use of technology in order to understand management and accounting systems</li> </ul> </li> </ul>
<p><b>4. Resource implications</b></p>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real workplace and information on the development of policies and procedures</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<p><b>5. Consistency in performance</b></p>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<p><b>6. Context for assessment</b></p>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	3	1	2	-	2	1

## SRX PLA 004A      EVALUATE ORGANISATION'S ACTIVITIES

PLA

Planning

**DESCRIPTION: This unit covers the knowledge and skills required to evaluate the organisation's activities by collecting and analysing information on current performance, changes and trends and making recommendations for other activities the organisation can offer.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Develop criteria for evaluation</b>	a. <i>Evaluation criteria</i> relate to planned objectives of the activity and contractual requirements b. Criteria indicate relevant data to be collected and are measurable
2. <b>Collect information on performance</b>	a. Information collected is relevant to <i>evaluation criteria</i> b. <i>Data collection instruments</i> are valid and reliable c. Collection <i>methods</i> are appropriate and timely d. Valid statistical populations are used where appropriate
3. <b>Analyse performance</b>	a. Changes and trends are identified from information available b. Comparisons with similar activities in other environments is undertaken to ensure reliability of findings c. Impact of different factors on performance is identified and documented
4. <b>Monitor conduct of activities</b>	a. Regular checks are performed to ensure schedules and plans are implemented b. Changes in context and environment are recognised promptly c. Safety of <i>clients</i> and other <i>relevant parties</i> is maintained at all times d. The need for intervention and its impact on the activity is assessed
5. <b>Provide recommendations for further activities</b>	a. Prompt action is recommended where problems are clear and urgent b. Opportunities are taken to reinforce positive outcomes from the evaluation c. Results of evaluation are provided to participants and other <i>relevant parties</i> d. <i>Recommendations</i> are framed to assist with future activity design

## Range of Variables

**EVALUATE ORGANISATION'S ACTIVITIES**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Clients</b>	<ul style="list-style-type: none"> <li>a. staff</li> <li>b. volunteers</li> <li>c. participants</li> <li>d. members</li> <li>e. teams</li> <li>f. spectators</li> <li>g. individuals</li> <li>h. groups</li> <li>i. sponsors</li> <li>j. funding body</li> <li>k. government department</li> </ul>
<b>2. Data collection instruments</b>	<ul style="list-style-type: none"> <li>a. questionnaires</li> <li>b. survey</li> <li>c. structured interviews</li> </ul>
<b>3. Evaluation criteria</b>	<ul style="list-style-type: none"> <li>a. participation</li> <li>b. standards and codes</li> <li>c. self evaluation methods</li> <li>d. expectation and outcomes</li> <li>e. summative and formative evaluation methods</li> <li>f. meeting objectives</li> <li>g. client feedback</li> <li>h. finance</li> <li>i. marketing</li> <li>j. facilities</li> <li>k. human resources</li> </ul>
<b>4. Recommendations</b>	<ul style="list-style-type: none"> <li>a. formal report <ul style="list-style-type: none"> <li>a.1 verbal</li> <li>a.2 written</li> </ul> </li> </ul>
<b>5. Relevant parties</b>	<ul style="list-style-type: none"> <li>a. participants</li> <li>b. supporters</li> <li>c. observers</li> <li>d. members</li> <li>e. officials</li> <li>f. sponsors</li> <li>g. government</li> </ul>
<b>6. Work environment</b>	<ul style="list-style-type: none"> <li>a. Industry sectors <ul style="list-style-type: none"> <li>a.1 Sport</li> <li>a.2 Fitness</li> <li>a.3 Outdoor recreation</li> <li>a.4 Community recreation</li> </ul> </li> <li>b. Legislation and Industry codes <ul style="list-style-type: none"> <li>b.1 occupational health and safety</li> <li>b.2 consumer affairs</li> <li>b.3 equal opportunity</li> <li>b.4 advertising and media legislation</li> <li>b.5 Corporation's law</li> </ul> </li> </ul>



- b.6 organisation articles of association
- b.7 professional association regulations
- b.8 codes and guidelines
- b.9 building regulations
- b.10 fire regulations

## Evidence Guide

**EVALUATE ORGANISATION'S ACTIVITIES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the evaluation of the organisation's activities in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Collect data to evaluate current activities of the organisation</p> <p>c.2 Use valid and reliable data collection instruments and methods to ensure the information collected is relevant to the activities being evaluated</p> <p>c.3 Identify trends in the industry order to evaluate current activities against other similar activities being conducted by other organisations</p> <p>c.4 Monitor the activities of the organisation to ensure safety of clients at all times</p> <p>c.5 Make recommendations to improve the conduct of activities in the future</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 PUX COMO 04A Manage organisational communication strategies</p> <p>a.2 SRX ADM 017A Plan and establish office administration systems and procedures</p> <p>a.3 SRX COM 005A Research, prepare and present information</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 BSX FMI 505A Manage operations to achieve planned outcomes</p> <p>c.2 BSX FMI 506A Manage workplace information</p> <p>c.3 SRX PLA 001A Develop a strategic plan</p> <p>c.4 SRX PLA 002A Prepare an operational plan</p> <p>c.5 SRX PLA 003A Develop and implement policy and procedures</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Event or activity knowledge</p> <p>a.2 Organisation and activity outcomes and priorities</p> <p>a.3 Relevant organisational policies and procedures</p> <p>a.4 Organisation guidelines and objectives</p> <p>a.5 Data collection methods for the identification of relevant data for the development of new policies and procedures</p> <p>a.6 Research methods in order to gather relevant information</p> <p>a.7 Organisation/business plans and context</p> <p>a.8 Trend analysis to analyse and recommend on current and future trends for the organisation</p> <p>a.9 Organisational and management systems</p> <p>a.10 Occupational Health and Safety legislation</p> <p>a.11 Environment Protection legislation</p> <p>a.12 Equal Employment Opportunity legislation</p> <p>a.13 Strategic planning processes</p> <p>a.14 Organisation's policy and procedures for training of new and existing employees</p> <p>a.15 Organisation policy and procedures in regard to information and review of internal and external operating environments</p>

	<ul style="list-style-type: none"> <li>a.16 Qualitative and quantitative analysis techniques</li> <li>a.17 Methods for analysing and evaluating information</li> <li>a.18 Organisation's objectives, key purpose, prime functions and key departments</li> <li>a.19 Organisation's policy and procedures for the confidentiality and security of information</li> <li>a.20 Financial management and budgeting</li> <li>b. Underpinning skills                         <ul style="list-style-type: none"> <li>b.1 Observation</li> <li>b.2 Research methods</li> <li>b.3 Contingency management</li> <li>b.4 Consultation skills in order to consult with employees, union and management, external consultants</li> <li>b.5 Counseling skills to counsel staff on the change process</li> <li>b.6 Review/analyse and summarise literature</li> <li>b.7 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments</li> <li>b.8 Problem solving skills to make recommendations on variances to work patterns due to new policies and procedures</li> <li>b.9 Evaluation skills to evaluate the effectiveness of the policies and procedures</li> <li>b.10 Data collection and analysis skills to gather and assess relevant information for inclusion in policies and procedures</li> <li>b.11 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence</li> <li>b.12 Team and human resource management skills</li> <li>b.13 Use of technology in order to understand management and accounting systems</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real workplace and information on the activities of the organisation</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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

**QUALITY**

**QUA**

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**BSX FMI 509A****IMPLEMENT AND MONITOR CONTINUOUS IMPROVEMENT SYSTEMS AND PROCESSES**

QUA

Quality

**DESCRIPTION:** This unit covers the knowledge and skills frontline managers require in their active role in managing the continuous improvement process in achieving the organisation's quality objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation.

ELEMENT	PERFORMANCE CRITERIA
1. <b>Implement continuous improvement systems and processes</b>	<ul style="list-style-type: none"> <li>a. Team members are actively encouraged and supported to participate in decision-making processes and to assume responsibility and authority</li> <li>b. The organisation's continuous improvement processes are communicated to individuals/teams</li> <li>c. Mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes</li> </ul>
2. <b>Monitor, adjust and report performance</b>	<ul style="list-style-type: none"> <li>a. The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved</li> <li>b. Customer service is strengthened through the use of continuous improvement techniques and processes</li> <li>c. Plans are adjusted and communicated to those who have a role in their development and implementation</li> </ul>
3. <b>Consolidate opportunities for further improvement</b>	<ul style="list-style-type: none"> <li>a. Individuals/teams are informed of savings and productivity improvements in achieving the business plan</li> <li>b. Work performance is documented and the information is used to identify opportunities for further improvement</li> <li>c. Records, reports and recommendations for improvement are managed within the organisation's systems and processes</li> </ul>

## Range of Variables

**IMPLEMENT AND MONITOR CONTINUOUS IMPROVEMENT SYSTEMS AND PROCESSES**

VARIABLE STATEMENT	CATEGORIES
1. Learning opportunities	<ul style="list-style-type: none"> <li>a. mentoring</li> <li>b. shadowing</li> <li>c. action learning</li> <li>d. exchange/rotation</li> <li>e. coaching</li> <li>f. structured training programs</li> </ul>
2. Resources	<ul style="list-style-type: none"> <li>a. people</li> <li>b. buildings/facilities</li> <li>c. power/energy</li> <li>d. information</li> <li>e. equipment</li> <li>f. finance</li> <li>g. technology</li> <li>h. time</li> </ul>
3. Workplace context	<ul style="list-style-type: none"> <li>a. frontline managers will normally be engaged in a workplace context in which they               <ul style="list-style-type: none"> <li>a.1 are autonomous, working under broad guidance</li> <li>a.2 may supervise others</li> <li>a.3 may guide teams</li> <li>a.4 may have responsibility for planning and managing the work of others</li> <li>a.5 will be involved in self-directed application of knowledge</li> <li>a.6 have substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions</li> <li>a.7 operate in varied or highly specific contexts</li> <li>a.8 use competencies independently for routine and non-routine purposes</li> <li>a.9 use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints</li> </ul> </li> </ul>
4. Work environment	<ul style="list-style-type: none"> <li>a. frontline managers will normally operate in diverse and complex workplace environments in which they use the organisation's               <ul style="list-style-type: none"> <li>a.1 goals, objectives, plans, systems and processes</li> <li>a.2 quality and continuous improvement processes and standards</li> <li>a.3 business and performance plans</li> <li>a.4 resources, which may be subject to negotiation</li> <li>a.5 ethical standards</li> </ul> </li> <li>b. They use legislation, codes and national standards relevant to the workplace</li> </ul>

Evidence Guide

**IMPLEMENT AND MONITOR CONTINUOUS IMPROVEMENT SYSTEMS AND PROCESSES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of implementing, monitoring and adjusting continuous improvement systems and processes in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Manage work effectively to achieve goals and results</li> <li>c.2 Develop workplace culture which supports continuous improvement</li> <li>c.3 Explain the organisation’s continuous improvement method</li> <li>c.4 Research, acquire and use information appropriate to work responsibility</li> <li>c.5 Provide leadership to colleagues in the implementation of continuous improvement processes</li> <li>c.6 Encourage ideas and feedback to improve processes</li> <li>c.7 Prepare and negotiate recommendations to improve the continuous improvement processes</li> <li>c.8 Gain the commitment of individuals/teams to continuous improvement principle and practices</li> <li>c.9 Develop ways for individuals/teams to implement continuous improvement processes</li> <li>c.10 Use effective consultative processes</li> <li>c.11 Promote available learning methods to enable colleagues to maintain current competence</li> <li>c.12 Prepare and negotiate recommendations to improve customer service</li> <li>c.13 Use information management systems</li> <li>c.14 Select and use available technology appropriate to the task</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 SRX QUA 001A Monitor quality control</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Organisational systems</li> <li>a.2 Occupational Health and Safety legislation</li> <li>a.3 Freedom of Information legislation</li> <li>a.4 Environment Protection legislation</li> <li>a.5 Equal Employment Opportunity legislation</li> <li>a.6 Industrial awards and agreements</li> <li>a.7 Policy and procedures</li> <li>a.8 Strategic planning processes</li> <li>a.9 Employee training processes</li> <li>a.10 Awareness of industry trends</li> </ul> </li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Negotiation skills (all levels)</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>b.2 Consultation with employees, union and management, external consultants</li> <li>b.3 Report writing skills to report on outcomes of improvements</li> <li>b.4 Investigation skills to identify barriers to improvements</li> <li>b.5 Problem solving skills to resolve issues as they arise</li> <li>b.6 Time management skills to effectively plan implementation</li> <li>b.7 Evaluation skills to monitor effectiveness of progress</li> <li>b.8 Data collection and analysis skills to feed into management reporting</li> <li>b.9 Counselling skills to support team members with change</li> <li>b.10 Research skills to identify relevant information</li> <li>b.11 Review/analyse and summarise literature</li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real work environment and documentation on best practice models of continuous improvement systems and processes</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	2	3

## SRX QUA 001A      MONITOR QUALITY CONTROL

QUA

Quality

**DESCRIPTION: This unit covers the compliance with codes and regulations, standards and legislation for the management of quality control, including regular testing of equipment to ensure tests are reliable and accurate.**

ELEMENT	PERFORMANCE CRITERIA
<b>1. Plan for quality control</b>	a. <b>Relevant codes and regulations</b> as apply to the organisation are identified, applied and monitored throughout the work procedure b. <b>Specifications</b> are interpreted to meet client need in accordance with standard procedures c. Products/services are tested and inspected to determine conformance with <b>specifications</b> d. Data analysed and relevant information use to determine cause of quality variations e. Analytical process improvement tools are used to identify and solve quality problems f. Knowledge of process improvement techniques are used to facilitate work groups to assist in identification and resolution of quality variances
<b>2. Monitor quality control</b>	a. Monitoring equipment is checked for correct <b>calibration</b> and environmental conditions confirmed to ensure <b>reliability and accuracy</b> of tests and results, where appropriate b. <b>Quality control process improvement measures</b> are implemented and monitored in accordance with standard operating procedures c. Deviation and fault data is collected and interpreted in accordance with standard operating procedures d. Changes in quality performance is noted and further action recommended where required in accordance with standard operating procedures e. Quality improvement system is monitored and maintained in accordance with standard operating procedures
<b>3. Complete documentation</b>	a. Calibration records of test equipment maintained in accordance with standard operating procedures, where appropriate b. Updates of quality control process procedures are maintained in accordance with standard operating procedures

## Range of Variables

**MONITOR QUALITY CONTROL**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Calibration</b>	a. according to manufacturer's instructions
<b>2. Quality control process improvement measures</b>	a. regular testing b. regular maintenance of testing equipment c. improved staff training d. upgrade of equipment
<b>3. Relevant codes and regulations</b>	a. occupational health and safety standards b. statutory requirements c. relevant Australian standards d. codes of practice e. manufacturer's specifications f. environmental requirements
<b>4. Reliability and accuracy</b>	a. reliability a.1 the same result achieved with each testing b. accuracy b.1 test results can be proven to be correct
<b>5. Specifications</b>	a. manufacturer's b. organisation's procedures c. codes and regulations d. legislation
<b>6. Work environment</b>	a. environmental conditions may be affected by nearby plant or processes b. clients b.1 internal b.2 external c. relevant standards c.1 may refer to AS3900 – AS3904

## Evidence Guide

**MONITOR QUALITY CONTROL**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of managing and monitoring quality control in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 Apply occupational health and safety standards</li> <li>c.2 Apply relevant Australian standards, statutory requirements and codes of practice</li> <li>c.3 Apply quality control processes and techniques</li> <li>c.4 Monitor quality control processes and techniques</li> <li>c.5 Perform statistical analysis</li> <li>c.6 Conduct inspections</li> <li>c.7 Identify variances to specifications</li> <li>c.8 Interpret specifications and manuals</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Occupational health and safety standards</li> <li>a.2 Relevant Australian standards, statutory requirements and codes of practice</li> <li>a.3 Quality control processes and techniques</li> <li>a.4 Specifications and manuals</li> <li>a.5 Organisation's standard procedures for quality control</li> </ul> </li> <li>b. Underpinning skills <ul style="list-style-type: none"> <li>b.1 Statistical analysis</li> <li>b.2 Data analysis</li> <li>b.3 Monitoring equipment</li> <li>b.4 Inspection techniques</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to documentation on the relevant codes and practices for Quality Control processes and techniques, specifications and manuals, testing equipment and a real environment to conduct tests</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic</li> </ul>

- simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	3	1	2	1

# **RESOURCE MANAGEMENT**

**RES**

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## SRX RES 001A      EDUCATE THE PUBLIC ON THE SAFE USE OF A SPORT AND RECREATIONAL RESOURCE

RES

Resource management

**DESCRIPTION: This unit covers the knowledge and skills to identify problems re safe usage of a resource and to contribute to the development and presentation of information to the public to address the problems.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Contribute to the development of educational and information strategies</b>	<ul style="list-style-type: none"> <li>a. Specific <b>problems</b> relating to safe use of the sport and recreational <b>resource</b> by the <b>public</b> are identified</li> <li>b. Suggestion for changes to the <b>educational programs</b> are provided</li> <li>c. Contributions are made to the production of educational or informational material</li> </ul>
2. <b>Plan and organise public presentations</b>	<ul style="list-style-type: none"> <li>a. <b>Presentations</b> are planned taking into account characteristics of the audience and subject matter to be presented</li> <li>b. Required <b>equipment</b> and other resources are identified and organised</li> <li>c. Relevant organisations are contacted to gain information</li> </ul>
3. <b>Conduct public presentation with appropriate media</b>	<ul style="list-style-type: none"> <li>a. Information is presented in logical steps</li> <li>b. <b>Equipment</b> is operated correctly and used effectively</li> <li>c. Appropriate aids are used to help the audience understand the presentation</li> <li>d. Language used is appropriate to the group</li> </ul>
4. <b>Evaluate presentation</b>	<ul style="list-style-type: none"> <li>a. <b>Audience</b> understanding and response is assessed</li> <li>b. Feedback from the <b>audience</b> and observers is analysed</li> <li>c. Recommendations for improvement to the presentations are made</li> </ul>
5. <b>Maintain records of public education programs</b>	<ul style="list-style-type: none"> <li>a. Educational program materials are filed and stored according to agreed procedures</li> <li>b. Evaluation and feedback on programs is available for use of future program development</li> <li>c. Records of education schedules and costings are up-to-date and accurate</li> </ul>



## Range of Variables

## EDUCATE THE PUBLIC ON THE SAFE USE OF A SPORT AND RECREATIONAL RESOURCE

VARIABLE STATEMENT	CATEGORIES
1. Audience	<ul style="list-style-type: none"> <li>a. specific client or community group</li> <li>b. mixed client or community group</li> </ul>
2. Educational programs	<ul style="list-style-type: none"> <li>a. signs</li> <li>b. posters</li> <li>c. flyers</li> <li>d. presentations</li> <li>e. film/video</li> </ul>
3. Equipment/ materials necessary for presentations	<ul style="list-style-type: none"> <li>a. audio/visual modes</li> <li>b. photos/slides</li> <li>c. film</li> <li>d. signs and posters</li> </ul>
4. Problems	<ul style="list-style-type: none"> <li>a. use of equipment</li> <li>b. compliance with "no go" /out of bounds areas</li> <li>c. compliance with safe practices/behavior</li> </ul>
5. Public	<ul style="list-style-type: none"> <li>a. ethnic and linguistic background</li> <li>b. age</li> <li>c. educational level</li> </ul>
6. Resource	<ul style="list-style-type: none"> <li>a. building</li> <li>b. built facility (including tracks, walkways, etc)</li> <li>c. venue</li> <li>d. grounds</li> <li>e. natural resource</li> </ul>
7. Work environment	<p>varies with respect to</p> <ul style="list-style-type: none"> <li>a. size of the organisation</li> <li>b. location</li> <li>c. organisational structure</li> <li>d. nature of services provided</li> </ul>

## Evidence Guide

## EDUCATE THE PUBLIC ON THE SAFE USE OF A SPORT AND RECREATIONAL RESOURCE

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of safety issues and methods to convey safe usage of a recreation facility</li> <li>b. Assessment of performance should be over a period of time covering all categories of audience, public and problems from the range of variables statements and two categories of equipment and educational programs that are applicable in the learners work environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 Identify problem areas and possible changes to current educational programs</li> <li>c.2 Plan and conduct public presentations</li> <li>c.3 Maintain and update records of information and presentations</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 SRX COM 003A Collect and provide information to facilitate communication flow</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Sources of information on problem areas with respect to facility usage</li> <li>a.2 Current types of educational material and presentation format</li> <li>a.3 Presentation techniques</li> <li>a.4 Use of audio-visual equipment and other relevant equipment</li> <li>a.5 Evaluation techniques (formal and informal)</li> <li>a.6 Budgeting for presentations and resources</li> </ul> </li> <li>a. Underpinning skills <ul style="list-style-type: none"> <li>b.1 Oral and written communication skills to record and present information</li> <li>b.2 Public speaking</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real work environment with equipment to conduct a public presentation</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of audience, public and problems from the range of variables statements and two categories of equipment and educational programs in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation</li> </ul>

- of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
-	2	1	1	-	-	-

## SRX RES 002A

## IMPROVE CLIENT AWARENESS AND IMPLEMENTATION OF ENVIRONMENTAL MANAGEMENT PRACTICES

RES

Resource management

**DESCRIPTION: 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
<p>1. Identify level of staff awareness and implementation of environmental management practices</p>	<p>a. Criteria for determining <i>staff awareness</i> and <i>effectiveness</i> of implementation of existing practices are developed</p> <p>b. Criteria are applied in order to determine relative effectiveness</p> <p>c. The need for modification or improvement of staff implementation of existing environmental practices is identified</p> <p>d. New areas which require implementation of environmental management practices in accordance with the organisation's policies and environmental management plan are determined</p>
<p>2. Develop and rank methods to improve staff awareness and implementation of environmental management practices</p>	<p>a. Relevant information to assist staff awareness in environmental management is identified, researched and collated</p> <p>b. Specialist knowledge and skills are applied to determine the most suitable method</p> <p>c. Criteria to develop an effective ranking of practices is developed</p> <p>d. <i>Methods for improving staff awareness</i> and reaching identified areas of need is determined</p> <p>e. Information needs and opportunities for community involvement in improving awareness are established</p>
<p>3. Implement appropriate methods to improve staff awareness</p>	<p>a. Financial resources are identified and procured within budget cycles to support the achievement of required outcomes</p> <p>b. Personnel are identified, trained and assigned to tasks so that strategy requirements for skills and knowledge are met</p> <p>c. Physical facilities and equipment are identified and procured within budget cycles</p> <p>d. Information materials are prepared and distributed to ensure required awareness levels are achieved</p> <p>e. Improvement in staff awareness of environmental issues is achieved in accordance with local policy, procedures and relevant <i>legislative requirements</i></p>
<p>4. Monitor and review the levels of community awareness</p>	<p>a. Regular data are collected and analysed to provide accurate measures of performance</p> <p>b. Comparisons are made with required outcomes to assess performance</p> <p>c. Recommendations are made for changes to methods and systems</p> <p>d. Changes to methods and systems are made to ensure outcomes are achieved</p> <p>e. Information obtained during monitoring and review is used to develop new methods and systems which are based on accumulated knowledge and experience</p>

**5. Inform external clients of environmental management practices**

- a. Advantages of informing external clients of organisation's environmental management practices are identified and used to determine methods to improve their awareness
- b. Opportunities to inform external clients of organisation's environmental management practices are identified and supervisors/management are notified of new opportunities
- c. Resources and information required to inform external clients are identified and accessed within budget cycles
- d. Interactions with clients are used as an opportunity to inform them of the organisation's environmental management practices
- e. Strategies are developed to enable clients to participate in the implementation of the environmental management practices

## Range of Variables

## IMPROVE CLIENT AWARENESS AND IMPLEMENTATION OF ENVIRONMENTAL MANAGEMENT PRACTICES

VARIABLE STATEMENT	CATEGORIES
1. Staff awareness	<ul style="list-style-type: none"> <li>a. level of knowledge</li> <li>b. need for information</li> <li>c. awareness of methods of information distribution</li> <li>d. methods for suggesting improvements in systems</li> <li>e. internal system within the organisation</li> </ul>
2. Effectiveness	<ul style="list-style-type: none"> <li>a. the range of methods used</li> <li>b. consistency of involvement</li> <li>c. level and quality of training provided</li> <li>d. level and quality of involvement</li> <li>e. funding and resources required</li> <li>f. quality and level of benefit derived</li> <li>g. outcomes achieved and goals for improvement</li> </ul>
3. Legislative context	<ul style="list-style-type: none"> <li>a. State/Territory statutory requirements</li> <li>b. local laws, by-laws, ordinances and policy</li> </ul>
4. Methods for improving awareness	<ul style="list-style-type: none"> <li>a. significant use of resources</li> <li>b. minimal input of resources</li> <li>c. use of existing systems within the organisation</li> <li>d. high quality materials</li> <li>e. use of experts or consultants with relevant skills</li> </ul>
5. Work environment	<p>varies with respect to</p> <ul style="list-style-type: none"> <li>a. size of the organisation</li> <li>b. location</li> <li>c. organisational structure</li> <li>d. nature of service provided</li> <li>e. resource availability</li> </ul>

## Evidence Guide

## IMPROVE CLIENT AWARENESS AND IMPLEMENTATION OF ENVIRONMENTAL MANAGEMENT PRACTICES

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of methods to determine staff awareness of the organisation's environmental management strategies and the effectiveness of staff implementation of the strategies in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment</li> <li>c. In particular, assessment must confirm the ability to:               <ul style="list-style-type: none"> <li>c.1 Determine the level of staff implementation of the organisation's environmental management practices</li> <li>c.2 Develop appropriate methods to improve staff implementation of the organisation's environmental management practices</li> <li>c.3 Accurately assess any improvement in implementation</li> <li>c.4 Assess client awareness of the organisation's environmental management practices</li> <li>c.5 Improve external client awareness of the organisation's environmental management practices</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):               <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):               <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge               <ul style="list-style-type: none"> <li>a.1 Environmental issues</li> <li>a.2 Community needs and expectations</li> <li>a.3 Organisation structure and services</li> <li>a.4 Training requirements/networks</li> </ul> </li> <li>a. Underpinning skills               <ul style="list-style-type: none"> <li>b.1 Research skills to identify information relevant to issues</li> <li>b.2 Consultation skills to deal with people at all levels</li> <li>b.3 Presentation skills to report to management and clients on initiatives</li> <li>b.4 Programming skills</li> <li>b.5 Strategic planning skills to integrate minor program goals with organisation goals</li> <li>b.6 Budgeting skills to manage finances for programs</li> <li>b.7 Evaluation skills to monitor effectiveness</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>

<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements that are applicable in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>
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<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	1	1	-	-	-



## SRX RES 003A      CONTRIBUTE TO THE PLANNING, MONITORING AND CONTROL OF RESOURCES

RES

Resource management

**DESCRIPTION:** 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
<p>1. Plan resource requirements and usage</p>	<p>a. <b>Resource</b> needs are identified according to <b>organisation policy</b> and budget requirements</p> <p>b. Valid and relevant <b>recommendations</b> for new resources and/or for improving the use of <b>resources</b> are made to relevant <b>people</b> as appropriate</p> <p>c. Current <b>resource</b> utilisation is maximised with consideration to existing situation</p> <p>d. Significant trends and changes are identified and suggestions for action are made to relevant <b>people</b></p> <p>e. <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></p> <p>f. <b>Recommendations</b> and <b>plans</b> are presented clearly and in an appropriate manner</p> <p>g. <b>Plans</b> comply with policy and other <b>requirements</b> and take account of known factors likely to affect resource use</p> <p>h. Feedback on <b>plans</b> is supplied in a suitable format and in a constructive manner to the appropriate <b>people</b></p>
<p>2. Monitor and control the use of resources</p>	<p>a. Use of <b>resources</b> is in accordance with specifications</p> <p>b. Information on use of <b>resources</b> is correctly interpreted and supplied to the appropriate <b>people</b></p> <p>c. <b>Records</b> of the use of <b>resources</b> are complete, accurate and legible, and in accordance with <b>requirements</b></p> <p>d. Prompt corrective action is taken in response to actual or potential significant deviations from <b>plans</b></p> <p>e. Individual responsibility for the use of <b>resources</b> is communicated effectively to those for whom one has responsibility</p>
<p>3. Organise maintenance program</p>	<p>a. Procedures are developed and implemented to ensure that premises, fittings, fixtures and equipment are monitored and maintained according to <b>organisation policy</b></p> <p>b. Maintenance program for equipment is monitored and implemented according to manufacturer's design and specifications and <b>organisation policy</b></p> <p>c. Equipment faults are identified and rectified where possible, without undue delay and are reported according to service agreements and <b>organisation policy</b></p> <p>d. Deficiencies in organisation maintenance procedures are identified and remedial action taken</p> <p>e. Expert or specialist advice is obtained as required according to organisation policy</p> <p>f. Contingency plan is initiated in the event of maintenance <b>problems</b></p> <p>g. <b>Problems</b> with resource maintenance program are considered from an</p>

	<p>operational and client perspective</p> <p>h. <b>Problems</b> are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues</p>
4. <b>Negotiate maintenance contracts</b>	<p>a. Maintenance <b>contracts</b> with contractors and suppliers are negotiated according to <b>organisation policies and procedures</b></p> <p>b. <b>Contract</b> terms and conditions are negotiated and implemented to maximise benefits for the organisation and communicated to relevant staff</p> <p>c. Maintenance procedures are monitored to ensure products/tasks meet <b>contract</b> specifications</p>
5. <b>Administer maintenance and construction</b>	<p>a. Maintenance and construction records and inventory are accurately maintained and provided to management when required</p> <p>b. Information is obtained from trades people within required timeframe</p> <p>c. Material and labor costs are estimated and submitted to management on request</p> <p>d. Clear, concise and accurate maintenance reports are developed and presented to management</p> <p>e. Suggestions for improvement in maintenance operations are made to management, taking into account feedback from maintenance personnel</p>
6. <b>Control organisation security</b>	<p>a. <b>Security procedures</b> to facilitate the detection and prevention of internal or external <b>theft</b> are developed and implemented according to organisation policy</p> <p>b. Procedures to ensure maximum safety and security for all personnel in the event of robbery developed and implemented</p> <p>c. Procedures for opening and closing premises and for the maintenance of security in transactions are developed and implemented</p> <p>d. <b>Security procedures</b> monitored, maintained and communicated to all staff</p> <p>e. Stocktaking procedures are established and implemented to monitor, control and minimise stock losses</p>

## Range of Variables

## CONTRIBUTE TO THE PLANNING, MONITORING AND CONTROL OF RESOURCES

VARIABLE STATEMENT	CATEGORIES
<b>1. Contracts</b>	may be negotiated: a. externally b. internally may involve: a. quality standards b. maintenance services c. cleaning d. security e. electrical services f. plumbing services g. equipment
<b>2. Maintenance</b>	may be for the following areas: a. equipment b. pools c. vehicles d. grounds and gardens e. buildings f. gates and fences g. amenities h. tracks and walkways
<b>3. Organisation policies and procedures</b>	a. maintenance and resource management a.1 maintenance of resources a.2 maintenance of equipment a.3 existing maintenance contracts a.4 maintenance contract terms and options a.5 contract specifications
<b>4. Organising maintenance program</b>	a. analysing, monitoring and recording maintenance requirements b. assessing space requirements c. analysing, controlling and recording expenditure d. quality control
<b>5. People</b>	a. those for whom one has responsibility b. colleagues c. line managers d. clients e. suppliers f. staff representatives
<b>6. Plans</b>	a. written b. oral c. long-term d. short-term
<b>7. Procedures</b>	a. organisational b. industry-specific c. client

<p><b>8. Problems</b></p>	<ul style="list-style-type: none"> <li>a. lack of materials</li> <li>b. lack of staff with appropriate skills</li> <li>c. lack of, or insufficient, financial resources</li> <li>d. inclement weather</li> </ul>
<p><b>9. Recommendations</b></p>	<p>take account of:</p> <ul style="list-style-type: none"> <li>a. health, hygiene and safety legislation</li> <li>b. employment legislation</li> <li>c. Equal Employment Opportunities legislation</li> <li>d. industry-specific legislation</li> <li>e. approved codes of practice</li> <li>f. organisational policies, plans and procedures</li> <li>g. client requirements</li> <li>h. formal</li> <li>i. informal</li> <li>j. written</li> <li>k. oral</li> </ul>
<p><b>10. Records</b></p>	<ul style="list-style-type: none"> <li>a. written</li> <li>b. computer-based</li> </ul>
<p><b>11. Requirements</b></p>	<ul style="list-style-type: none"> <li>a. organisational policies, plans and procedures</li> <li>b. health, hygiene and safety legislation</li> <li>c. employment legislation</li> <li>d. industry specific legislation</li> <li>e. approved codes of practice</li> <li>f. client requirements</li> </ul>
<p><b>12. Resources</b></p>	<p>are all those within given area of responsibility and may include:</p> <ul style="list-style-type: none"> <li>a. buildings</li> <li>b. venues</li> <li>c. grounds</li> <li>d. natural resources (eg, land, water, energy)</li> <li>e. equipment</li> <li>f. materials</li> </ul>
<p><b>13. Security procedures</b></p>	<ul style="list-style-type: none"> <li>a. type of security equipment</li> <li>b. level of security required</li> <li>c. practices to be followed                         <ul style="list-style-type: none"> <li>c.1 when opening/closing premises</li> <li>c.2 cash and non cash transactions</li> <li>c.3 in the event of armed robbery</li> </ul> </li> </ul>
<p><b>14. Theft</b></p>	<ul style="list-style-type: none"> <li>a. internal personnel</li> <li>b. external personnel</li> </ul>
<p><b>15. Work environment</b></p>	<p>varies with respect to</p> <ul style="list-style-type: none"> <li>a. size of organisation</li> <li>b. type of organisation</li> <li>c. location</li> <li>d. complexity</li> <li>e. product/service range</li> </ul>

Evidence Guide

**CONTRIBUTE TO THE PLANNING, MONITORING AND CONTROL OF RESOURCES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. 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</li> <li>b. Assessment of performance should be over a period of time covering three categories of resource and all categories of people, plans, requirements and all categories defining contracts and organisation of a maintenance program from the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:                         <ul style="list-style-type: none"> <li>c.1 Assess alternatives in areas of change and identify advantages and disadvantages of changes in the short and long term</li> <li>c.2 Establish, define and review objectives and performance measures</li> <li>c.3 Evaluate cost implications and identify people affected by any changes, their views and opinions</li> <li>c.4 Identify factors likely to affect resource use, availability, utilisation actuals and targets and corrective actions available</li> <li>c.5 Monitor operations, services and systems and analyse efficiency, effectiveness and quality</li> <li>c.6 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>c.7 Initiate contingency plans in response to maintenance problems</li> <li>c.8 Negotiate, monitor and implement maintenance contracts according to organisation policies and procedures</li> <li>c.9 Identify and utilise space and facilities to maximise space utilisation</li> <li>c.10 Evaluate and report on effectiveness of maintenance contracts</li> <li>c.11 Organise and implement organisation's security system</li> <li>c.12 Understand how maintenance and construction activities fit into the overall operation of an organisation</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):                         <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>a. This unit must be assessed in conjunction with the following unit(s):                         <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 SRX FAC 004A Plan and provide sport and recreational services</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                         <ul style="list-style-type: none"> <li>a.1 Methods to identify client needs with respect to resources and resource needs</li> <li>a.2 Resource uses, targets and specifications</li> <li>a.3 Performance review criteria and methods</li> <li>a.4 Occupational health and safety legislation, regulations, codes of practice and employment legislation impacting upon resource usage</li> <li>a.5 Broad knowledge of organisation policies and procedures, particularly in regard to maintenance, facilities management and security</li> <li>a.6 Broad knowledge and understanding of legislation and</li> </ul> </li> </ul>

	<p>statutory requirements, including contract law, common law and state legislation relating to property offences</p> <p>a.7 Industry codes of practice and legal issues relating to maintenance and construction activities</p> <p>a.8 Types of security systems available, their advantages and limitations</p> <p>a. Underpinning skills</p> <p>b.1 Communication skills to present proposals for change in a clear, logical argument which addresses the needs and priorities of its recipient</p> <p>b.2 Motivating people to contribute to the efficient control of resources</p> <p>b.3 Using analytical approaches in assessing and optimising the use of resources</p> <p>b.4 Monitoring performance of contracts</p> <p>b.5 Negotiating, particularly contract negotiation</p> <p>b.6 Planning and organising activities</p> <p>b.7 Collecting, analysing and organising information, including space requirements and maintenance</p> <p>b.8 Solving problems associated with equipment usage, maintenance and repair</p> <p>b.9 Using technology to monitor maintenance program</p> <p>b.10 Time management</p> <p>b.11 Literacy skills to develop, analyse, document and record/report procedures</p> <p>b.12 Numeracy skills to account and record data for budgets, interpret financial transactions</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to a work environment within the industry (Community Recreation, Fitness, Outdoor Recreation or Sport) with a variety of resources, resource maintenance requirements and access to an organisation's resource maintenance procedures</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover three categories of resource and all relevant categories of people, plans and requirements and categories defining contracts and organisation of a maintenance program from the range of variable statements that are relevant in the learner's workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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

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## SRX RES 004A

## MINIMISE WASTE AND POLLUTION AND THEIR ENVIRONMENTAL IMPACT

RES

Resource management

**DESCRIPTION: 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
1. Identify quantity, composition and sources of waste and environmental pollution	<ul style="list-style-type: none"> <li>a. Existing <b>data</b> is identified and collated in a comprehensive manner</li> <li>b. Additional <b>data</b> is obtained to ensure comprehensive <b>data</b> is available for analysis</li> </ul>
2. Assess the impact of waste and pollution on the environment	<ul style="list-style-type: none"> <li>a. Specialist skills and most effective method of assessing <b>waste</b> and <b>pollution</b> are identified</li> <li>b. The community is surveyed to determine awareness of <b>waste</b> and <b>pollution</b></li> <li>c. Relevant existing waste management practices and pollution conditions are assessed against legislation, industry standards, organisation and community requirements and expectations</li> <li>d. A cost impact analysis is undertaken of existing pollution condition on the <b>environment</b></li> <li>e. A <b>cost benefit</b> analysis is undertaken of existing waste management practices</li> <li>f. The effects of existing waste practices and pollution on the <b>environment</b> are regularly monitored</li> <li>g. The pollution cycle is established for each <b>pollution</b> component in the organisation area</li> <li>h. The waste impact cycle is established for each component of the <b>waste stream</b> in the organisation area</li> <li>i. Resource usage in the waste impact cycle and pollution cycle is measured accurately</li> </ul>
3. Determine the effectiveness of current methods and standards in minimising waste and pollution	<ul style="list-style-type: none"> <li>a. Waste minimisation and pollution standards are specified in accordance with community standards and relevant authority regulations</li> <li>b. Performance is measured accurately, regularly and in a cost effective manner</li> <li>c. Statistically valid comparisons are made between objectives and performance to accurately establish if standards have been met</li> </ul>
4. Investigate, develop and prioritise achievable waste and pollution minimisation strategies	<ul style="list-style-type: none"> <li>a. Consultation with the community and relevant <b>authorities</b> is undertaken to determine appropriate objectives and levels of performance</li> <li>b. Practical and appropriate <b>strategies</b> to minimise <b>waste</b> and <b>pollution</b> are determined</li> <li>c. The effectiveness of <b>strategies</b> is assessed through a comparison with methods in practice elsewhere</li> <li>d. <b>Strategies</b> are assessed for cost effectiveness</li> <li>e. Trial and sampling techniques are implemented in a controlled manner and results assessed against strategy objectives</li> <li>f. <b>Strategies</b> are prioritised for implementation based on organisation and other relevant <b>authority</b> criteria</li> </ul>



	g. <b>Strategies</b> are implemented within available resources in accordance with agreed priorities
<b>5. Implement strategies to minimise waste and environmental pollution</b>	<ul style="list-style-type: none"> <li>a. Financial resources are identified and procured within budget cycles to support the achievement of required outcomes</li> <li>b. Personnel are identified, trained and assigned to tasks so that strategy requirements for skills and knowledge are met</li> <li>c. Physical facilities and equipment are identified and procured within budget cycles to support the achievement of required outcomes</li> <li>d. Community information materials are prepared and distributed based on outcomes of trials and sampling to ensure on-going support for the strategy</li> <li>e. Strategy is implemented in accordance with organisation policy and procedures</li> </ul>
<b>6. Monitor and review the effectiveness of minimisation strategies</b>	<ul style="list-style-type: none"> <li>a. Regular <b>data</b> is collected and analysed to provide accurate measures of performance</li> <li>b. Comparisons are made with strategy objectives to assess effectiveness</li> <li>c. Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved</li> <li>d. Information obtained during monitoring and review is used to develop new <b>strategies</b> which are based on accumulated knowledge and experience</li> </ul>

## Range of Variables

**MINIMISE WASTE AND POLLUTION AND THEIR ENVIRONMENTAL IMPACT**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Authorities</b>	<ul style="list-style-type: none"> <li>a. state environment protection authorities</li> <li>b. waste management bodies</li> <li>c. recycling and resource recovery bodies</li> </ul>
<b>2. Cost benefits</b>	<ul style="list-style-type: none"> <li>a. financial</li> <li>b. health</li> <li>c. amenity</li> <li>d. flora and fauna</li> <li>e. social</li> <li>f. fee for service</li> </ul>
<b>3. Data</b>	<ul style="list-style-type: none"> <li>a. types of waste/ pollution</li> <li>b. costs of reduction/disposal</li> <li>c. legislation</li> <li>d. impact details</li> <li>e. sources</li> <li>f. experimental controls</li> <li>g. quantities/levels</li> </ul>
<b>4. Data types</b>	<ul style="list-style-type: none"> <li>a. complaints</li> <li>b. officer observation</li> <li>c. monitoring and sampling</li> <li>d. historical records and reports</li> <li>e. water board (local)</li> <li>f. comparative external reports</li> <li>g. community environmental programs</li> <li>h. ABARE (Australian bureau of agricultural research and economics)</li> </ul>
<b>5. Environment</b>	<ul style="list-style-type: none"> <li>a. location/sites/areas</li> <li>b. those interacting in the environment, including <ul style="list-style-type: none"> <li>b.1 flora and fauna</li> <li>b.2 persons interacting in the immediate vicinity</li> </ul> </li> <li>a. includes cultural and heritage sites</li> </ul>
<b>6. Impacts</b>	<ul style="list-style-type: none"> <li>a. health related</li> <li>b. amenity <ul style="list-style-type: none"> <li>b.1 smell</li> <li>b.2 visual (development of facilities and signs)</li> <li>b.3 tactile</li> </ul> </li> <li>c. flow on physical impacts on flora and fauna</li> <li>d. toxicity (pollution with foreign matter) and chemical alteration to environment</li> <li>e. modification to breakdown / decomposition cycle</li> <li>f. intrusion into private lives and culture</li> <li>g. damage to, or inappropriate behavior in, cultural sites</li> </ul>
<b>7. Legislative context</b>	<ul style="list-style-type: none"> <li>a. State/Territory statutory requirements</li> <li>b. local laws, by-laws, ordinances and policy</li> </ul>

<p><b>8. Pollution</b></p>	<ul style="list-style-type: none"> <li>a. air</li> <li>b. water</li> <li>c. noise</li> <li>d. soil/land</li> <li>e. visual</li> </ul>
<p><b>9. Strategies</b></p>	<ul style="list-style-type: none"> <li>a. education</li> <li>b. promotion</li> <li>c. technical systems</li> <li>d. mulching</li> <li>e. worms</li> </ul>
<p><b>10. Waste stream</b></p>	<ul style="list-style-type: none"> <li>a. domestic garbage</li> <li>b. industrial</li> <li>c. commercial</li> <li>d. municipal litter</li> </ul>
<p><b>11. Waste</b></p>	<ul style="list-style-type: none"> <li>a. paper</li> <li>b. plastics</li> <li>c. metals</li> <li>d. household garbage</li> <li>e. green waste</li> <li>f. chemical</li> <li>g. glass</li> <li>h. construction waste</li> <li>i. hard liquid</li> <li>j. storm water</li> <li>k. sewage</li> </ul>
<p><b>12. Work environment</b></p>	<p>varies with respect to</p> <ul style="list-style-type: none"> <li>a. size of organisation</li> <li>b. location</li> <li>c. organisational structure</li> <li>d. nature of service provided</li> <li>e. resources available</li> </ul>

Evidence Guide

**MINIMISE WASTE AND POLLUTION AND THEIR ENVIRONMENTAL IMPACT**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. 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>b. Assessment of performance should be over a period of time covering all categories of pollution and environment from the range of variable statements and categories of impact and waste that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Source relevant information on the quantity and composition of waste and pollution</li> <li>c.2 Identify sources of waste and pollution</li> <li>c.3 Assess the environmental impact of pollution and waste</li> <li>c.4 Evaluate current minimisation strategies</li> <li>c.5 Develop/improve strategies for waste and pollution minimisation</li> <li>c.6 Identify training and information requirements of staff</li> <li>c.7 Implement and monitor strategies to reduce environmental impact</li> </ul> </li> </ul>
<p><b>1. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 SRX RES 002A Improve client awareness and implementation of environmental management practices</li> </ul> </li> <li>a. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>1. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Organisation’s policies and procedures in regard to the environment</li> <li>a.2 Organisation’s structure, services and availability of resources</li> <li>a.3 Sources of relevant information/data</li> <li>a.4 Techniques to assess environmental impact due to different components</li> <li>a.5 Waste management and minimisation practices</li> <li>a.6 Pollution management and minimisation practices</li> <li>a.7 Regulations/standards/policies as specified by local/state and national authorities</li> <li>a.8 Community needs and expectations</li> <li>a.9 Training requirements/networks</li> </ul> </li> <li>a. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Research to source community information on environmental issues and to investigate the impact of pollution and waste on the environment</li> <li>b.2 Analysis of data (including adequate statistical analysis techniques)</li> <li>b.3 Monitoring and evaluation</li> <li>b.4 Consultation with diversity of people and organisations/bodies</li> <li>b.5 Strategic planning</li> </ul> </li> </ul>

	<p>b.6 Program design b.7 Budgeting</p>
1. Resource implications	<p>a. Assessment of this competency requires the learner to have access to an organisation's policies and procedures in order to assess the waste and pollution produced and develop strategies to minimise/manage the environmental impact</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
1. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
1. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of pollution and environment from the range of variable statements and categories of impact and waste that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	1

## SRX RES 005A      ACHIEVE AN EFFICIENT USE OF RESOURCES

RES

Resource management

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

ELEMENT	PERFORMANCE CRITERIA
<p><b>1. Determine resource capacity and options for use</b></p>	<ul style="list-style-type: none"> <li>a. An accurate inventory of <b>resource</b> capacity is prepared and documented</li> <li>b. Comprehensive <b>research</b> on alternative and/or optimal use is undertaken</li> <li>c. 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</li> <li>d. Realistic options are clearly identified to enable valid <b>assessment</b> of alternatives</li> <li>e. Suitable cost benefit analysis is undertaken on each option to enable effective decision to be taken</li> <li>f. Options are ranked in accordance with criteria that focus on the achievement of organisation objectives</li> </ul>
<p><b>2. Assess resource availability and current utilisation</b></p>	<ul style="list-style-type: none"> <li>a. Existing and additional data are identified, obtained and collated to ensure comprehensive data is available for analysis</li> <li>b. <b>Resources</b> are defined both internally and externally within the area by type, amount and degree of availability</li> <li>c. The cost of <b>resource</b> access is determined against a sustainable balance of financial, social and environmental determinants in accordance with local requirements</li> <li>d. Reliable indicators of <b>resource</b> utilisation are identified to provide measurable data on resource usage</li> <li>e. Measurement is undertaken accurately and comprehensively</li> <li>f. Comparisons are made against known practice and accepted standards of performance</li> </ul>
<p><b>3. Plan efficient use of resources</b></p>	<ul style="list-style-type: none"> <li>a. A practical feasibility analysis is carried out on opportunities and options for <b>efficient resource usage</b> against local constraints and capacities</li> <li>b. Valid internal and external information is used in developing <b>plans and strategies</b> and appropriate members of staff are encouraged to contribute</li> <li>c. Strategies are selected and prioritised based on cost effectiveness and availability of physical, human and financial resources</li> <li>d. Strategies are documented in a clear concise manner which facilitates implementation</li> <li>e. <b>Resource</b> uses are planned taking into account financial viability and relevant safety, <b>legislative</b> and policy requirements</li> <li>f. <b>Recommendations</b> for any expenditure state clearly the net benefits which should be achieved and are presented clearly and concisely in an appropriate format</li> <li>g. Performance measures are established to enable effective evaluation</li> <li>h. Plans facilitate achievement of the identified uses and performance requirements</li> </ul>

<p><b>4. Implement strategies and control resource usage</b></p>	<ul style="list-style-type: none"> <li>a. Strategies are implemented in accordance with local policy and procedures and <b>legislative requirements</b></li> <li>b. Personnel are identified, trained and assigned to tasks so that strategy requirements for skills and knowledge are met</li> <li>c. Financial resources are identified and procured within budget cycles to support the achievement of required outcomes</li> <li>d. Physical facilities and equipment are identified and procured within budget cycles to support the achievement of required outcomes</li> <li>e. Expenditure is within agreed budgets, does not compromise future spending requirements and conforms to the organisation's procedures</li> <li>f. Records of expenditure are complete, accurate and legible</li> <li>g. Requests for expenditure outside the learner's responsibility are referred promptly to the appropriate people</li> <li>h. Where relevant, information is prepared and distributed to clients and/or the community to ensure on-going support for the resource and usage strategy</li> <li>i. Recommendations for improving the efficiency of operations are passed on to the appropriate people with minimum delay and the contribution each individual can make to the control of resources is <b>communicated</b> in the most effective way</li> <li>j. Action is taken to promote economy in the use of energy/non-sustainable resources and to manage waste correctly and efficiently</li> <li>k. Where actual or potential significant deviations from plans are likely to have adverse effects, prompt corrective action is taken</li> <li>l. Information on costs and <b>resource</b> utilisation is fully assessed, correctly interpreted and effective action taken</li> </ul>
<p><b>5. Monitor and review efficiency of resource usage</b></p>	<ul style="list-style-type: none"> <li>a. Accurate records are kept of <b>resource</b> uses and utilisation and data is analysed to provide accurate measures of usage</li> <li>b. Resource users and other interested parties are provided with opportunities to provide feedback on resource uses</li> <li>c. <b>Monitoring</b> is based on relevant performance measures and comparisons are made with performance objectives to assess effectiveness of resource use</li> <li>d. Changes to resource utilisation strategy are made as required in a timely manner to ensure planned performance or outcomes are achieved or alternatives introduced</li> <li>e. Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience</li> </ul>

## Range of Variables

**ACHIEVE AN EFFICIENT USE OF RESOURCES**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Assessments</b>	<ul style="list-style-type: none"> <li>a. audits</li> <li>b. statistical analysis</li> <li>c. observation</li> <li>d. measurements</li> </ul>
<b>2. Communications</b>	<ul style="list-style-type: none"> <li>a. formal or informal</li> <li>b. conversation</li> <li>c. written forms</li> <li>d. practical demonstration</li> </ul>
<b>3. Efficient usage</b>	<ul style="list-style-type: none"> <li>a. utilisation rates</li> <li>b. level of participation</li> <li>c. income/profit returns</li> <li>d. minimal environmental impact</li> </ul>
<b>4. Legislation and industry codes</b>	<ul style="list-style-type: none"> <li>a. Occupational Health and Safety</li> <li>b. Building Codes and Regulations</li> <li>c. Health Act</li> <li>d. Industrial Relations</li> <li>e. Environment</li> <li>f. Equal Employment Opportunity</li> <li>g. Anti-discrimination legislation</li> <li>h. Local Government regulations</li> </ul>
<b>5. Monitoring</b>	<ul style="list-style-type: none"> <li>a. surveys</li> <li>b. questionnaires</li> <li>c. usage data collection and statistical analysis</li> <li>d. comparative market response</li> </ul>
<b>6. Plans and strategies</b>	<ul style="list-style-type: none"> <li>a. service delivery</li> <li>b. productivity</li> <li>c. costs</li> <li>d. minimal wastage</li> <li>e. minimal impact</li> </ul>
<b>7. Recommendations</b>	<ul style="list-style-type: none"> <li>a. for items of expenditure within learner's line of responsibility</li> <li>b. are made to immediate manager and financial specialists</li> <li>c. take the form of short written reports or verbal briefings</li> </ul>
<b>8. Research</b>	<ul style="list-style-type: none"> <li>a. other recreational or entertainment activities</li> <li>b. industry trends</li> <li>c. marketing trends</li> </ul>
<b>9. Resources</b>	<ul style="list-style-type: none"> <li>a. buildings</li> <li>b. venues</li> <li>c. grounds</li> <li>d. natural resources</li> </ul>



## Evidence Guide

**ACHIEVE AN EFFICIENT USE OF RESOURCES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of methods to research the capacity and options for use of resources within the learner's workplace and to plan for their efficient use.</p> <p>b. Assessment of performance should be over a period of time covering all categories of variables 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 learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify resource usage and factors affecting usage</p> <p>c.2 Accurately identify the capacity of the resource and options for use</p> <p>c.3 Conduct a feasibility study to determine options for resource usage</p> <p>c.4 Recommend options for use in a clear, concise format</p> <p>c.5 Take into consideration financial viability of recommendations</p> <p>c.6 Implement strategies to control the efficient use of resources</p> <p>c.7 Monitor and review resource usage</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX RES 003A Contribute to the planning, monitoring and control of resources</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 National/state/local legislation governing resource usage</p> <p>a.2 Techniques for assessing resource usage</p> <p>a.3 Current availability of resources</p> <p>a.4 Alternative facility uses and market trends</p> <p>a.5 Techniques to optimise natural resource usage</p> <p>a.6 Community needs and expectations</p> <p>a.7 Training requirements for staff</p> <p>a. Underpinning skills</p> <p>b.1 Research techniques to assess resource usage and potential</p> <p>b.2 Budgeting</p> <p>b.3 Strategic planning</p> <p>b.4 Problem solving</p> <p>b.5 Evaluation and data analysis</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to a work environment with a resource suitable for assessment of usage, potential usage and efficiency of usage</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>

<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of variables within the range statements that are applicable to the use of a facility or natural resource in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>
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<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	1	1

## SRX RES 006A ESTABLISH POLICIES AND STRATEGIES TO MANAGE AND MAINTAIN RESOURCES

RES

Resource management

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

ELEMENT	PERFORMANCE CRITERIA
1. <b>Manage risk to maintain a safe and secure environment</b>	<ul style="list-style-type: none"> <li>a. Security system is developed, implemented and monitored</li> <li>b. Risk management audit of the resource is developed and reviewed regularly to detect trends</li> <li>c. Risks associated with the resource and its use are identified and acted on in accordance with statutory requirements and/or workplace industry standards</li> <li>d. Emergency situations are identified and acted on in accordance with workplace procedures and industry standards</li> <li>e. Organisation regulations are enforced in accordance with organisation's set procedures and policies</li> </ul>
2. <b>Research and plan maintenance policies and strategies</b>	<ul style="list-style-type: none"> <li>a. Existing strategies are reviewed for <i>maintenance</i> requirements and directions</li> <li>b. Occupational health and safety standards, statutory requirements, relevant Australia standards, Codes of Practice, manufacturers specifications, environmental requirements and enterprise procedures are identified</li> <li>c. Organisation and/or site business plans are reviewed for impact on maintenance work</li> <li>d. Major maintenance activities are identified with reference to scope and timeframes</li> <li>e. Timeframes of strategies and work are established</li> <li>f. Relevant indicators of performance are defined</li> <li>g. Cost estimates and economic evaluation principles are applied in order to identify maintenance costs</li> <li>h. Legal implications of work to be undertaken are identified</li> <li>i. Risk assessment principles are applied to determine policies and strategic plans</li> </ul>
3. <b>Establish maintenance policies and strategies</b>	<ul style="list-style-type: none"> <li>a. Resources required to implement policies and strategies are identified and detailed against projects</li> <li>b. Timeframes and potential variances for maintenance scheduling are defined</li> <li>c. Interdependence of activities are identified and documented</li> <li>d. Planned objectives are documented in accordance with organisation requirements</li> <li>e. Coordinated maintenance policies are developed in accordance with organisation requirements and strategies to implement the policies are documented</li> </ul>
4. <b>Implement maintenance policies and strategies</b>	<ul style="list-style-type: none"> <li>a. <i>Strategies</i> are implemented in order to facilitate required outcomes and variances are identified</li> <li>b. Corrective action to restore strategy objective is identified and established</li> <li>c. <i>Strategies</i> and <i>policies</i> are re-developed/ updated to satisfy policy outcomes</li> <li>d. Opportunities for strategy enhancements are identified and</li> </ul>

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<b>5. Manage on site maintenance contracts and contractors</b>	documented for inclusion in future strategy preparation e. Appropriate maintenance <b>contractors</b> are promptly contacted and brought in to carry out repairs when work cannot be done in-house f. All those appointed or allocated repair duties are suitably skilled/qualified g. Estimates of the cost of repairs fall within agreed <b>budgets</b> or a reasoned case is put forward for additional funding h. A schedule for the work is negotiated which minimises the interruption of service delivery i. All required specifications are made clear to the <b>contractor</b> j. Maintenance jobs are recorded accurately and legibly in specified files k. Checks are made to ensure that the work of outside <b>contractors</b> meets the required specifications l. Work is only accepted when it meets specifications
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## Range of Variables

**ESTABLISH POLICIES AND STRATEGIES TO MANAGE AND MAINTAIN RESOURCES**

<b>VARIABLE</b>	<b>SCOPE</b>
<b>1. Budget</b>	<ul style="list-style-type: none"> <li>a. cost of labor</li> <li>b. materials</li> <li>c. training</li> <li>d. services</li> <li>e. tools and equipment</li> </ul>
<b>2. Contractors</b>	<ul style="list-style-type: none"> <li>a. general</li> <li>b. specialist to recreation resources</li> </ul>
<b>3. Legislative context</b>	<ul style="list-style-type: none"> <li>a. State/Territory statutory requirements</li> <li>b. local laws, by-laws, ordinances and policy</li> </ul>
<b>4. Maintenance</b>	<ul style="list-style-type: none"> <li>a. major and minor repairs</li> <li>b. major and minor development/renovation</li> </ul>
<b>5. Policies</b>	<ul style="list-style-type: none"> <li>a. statement of intent/courses of action adopted and pursued</li> </ul>
<b>6. Preparation and implementation of strategies</b>	<ul style="list-style-type: none"> <li>a. the services of maintenance and planning staff both within and beyond the authority of this work</li> </ul>
<b>7. Resources</b>	<ul style="list-style-type: none"> <li>b. built facilities (eg, buildings)</li> <li>c. grounds</li> <li>d. natural resources/areas</li> </ul>
<b>8. Strategies</b>	<p>are methods of conducting operations in order to achieve intent and may be:</p> <ul style="list-style-type: none"> <li>a. long</li> <li>b. medium</li> <li>c. short term</li> </ul>
<b>9. Work environment</b>	<p>varies with respect to:</p> <ul style="list-style-type: none"> <li>a. size of the organisation</li> <li>b. location</li> <li>c. organisational structure</li> <li>d. nature of the service(s) provided</li> <li>e. resources available</li> </ul>

## Evidence Guide

**ESTABLISH POLICIES AND STRATEGIES TO MANAGE AND MAINTAIN RESOURCES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of policy development procedures and factors to be considered when developing policies for the management of a resource</p> <p>b. Assessment of performance should be over a period of time covering all categories of maintenance and strategies from the range of variables statements that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assess and manage risk associated with a resource</p> <p>c.2 Conduct research in order to develop resource management policies</p> <p>c.3 Develop resource management policies and strategies for implementation</p> <p>c.4 Implement resource management policies and strategies</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX FAC 005A Coordinate facility and equipment provision and maintenance</p> <p>a. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>a. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Components affecting risk assessment of a resource and management of risk</p> <p>a.2 Systems for monitoring the condition of the facility and how to determine when maintenance and repair are necessary</p> <p>a.3 Construction of long-term maintenance and repair plans</p> <p>a.4 Personnel responsible for maintenance, their roles, responsibilities and the importance of keeping them informed of maintenance plans</p> <p>a.5 Range of general and specialist organisations who carry out maintenance and repair</p> <p>a.6 Standards for upkeep of recreation facilities</p> <p>a.7 Data on operations and how to analyse the need for improvements</p> <p>a.8 Analysis techniques to establish the implications of improvements</p> <p>a.9 Good practice and health and safety standards</p> <p>a.10 Procedures for commissioning and scrutinising estimates</p> <p>a. Underpinning skills</p> <p>b.1 Risk assessment techniques</p> <p>b.2 Research skills and evaluation skills to enable assessment of current policies and development /modification of policies</p> <p>b.3 Communication skills to consult with a diversity of clients at all levels within and external to the organisation</p>
<p><b>4. Resource</b></p>	<p>a. Assessment of this competency requires access to a work environment</p>

<b>implications</b>	<p>with resource maintenance requirements</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of maintenance and strategies from the range of variables in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

<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	2	3	2	-	2	2

## SRX RES 007A      UNDERTAKE OPEN SPACE PLANNING

RES

Resource management

**DESCRIPTION: 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
1. Determine methodology for open space planning	<ul style="list-style-type: none"> <li>a. Feasibility study is performed to determine if open space planning is required</li> <li>b. Goals, objectives, outcomes and <b>evaluation procedures</b> are established</li> <li>c. The financial and human resource requirements and constraints are taken into account in determining the appropriate techniques</li> <li>d. Alternative research and data collection techniques are considered</li> <li>e. Technique selected is consistent with achieving stated objectives</li> <li>f. A <b>work plan</b> is determined and necessary approval is gained</li> </ul>
2. Conduct research	<ul style="list-style-type: none"> <li>a. <b>Relevant information is gathered</b> from within organisation, from community consultation, relevant government agencies and other bodies</li> <li>b. <b>Information</b> gathered is analysed and documented</li> <li>c. Methodology is reviewed in light of the research and amended as required</li> </ul>
3. Assess supply of open space	<ul style="list-style-type: none"> <li>a. Existing <b>open space is identified</b> and classification system is developed</li> <li>b. <b>Criteria for evaluating the supply</b> of open space are established and used to evaluate adequacy of supply</li> <li>c. Requirements for upgrading and/or improving current open space are assessed and documented taking into account geographical, environmental and locational factors</li> </ul>
4. Assess demand for open space	<ul style="list-style-type: none"> <li>a. Demographic profile of the area is developed and geographical and <b>locational issues</b> identified</li> <li>b. Usage patterns are determined and target groups identified in consultation with user groups</li> <li>c. <b>Satisfaction levels</b> of community and stakeholders in relation to open space areas are determined</li> <li>d. Information gathered is analysed and demand identified</li> </ul>
5. Assess current expenditure	<ul style="list-style-type: none"> <li>a. Current and previous expenditure patterns are identified and assessed for effectiveness and appropriateness</li> <li>b. Resources available from other <b>sources</b> are identified</li> </ul>
6. Develop and evaluate options	<ul style="list-style-type: none"> <li>a. Criteria for analysing the data gathered are established</li> <li>b. The adequacy of the supply of open space is assessed in relation to perceived and latent demand, and shortfalls and surplus are identified in consultation with stakeholders</li> <li>c. Alternative options are developed and evaluated on the basis of established criteria</li> <li>d. Preferred options are determined</li> </ul>
7. Develop policy and action plan	<ul style="list-style-type: none"> <li>a. Objectives for open space action plan are established in consultation with stakeholders</li> </ul>



- b. Policies are developed
- c. Action plans are developed
- d. Schedule of works including priorities, costs and timeframes are developed
- e. Recommendations are made to organisation
- f. Plan is monitored by stakeholders and the community and effectiveness and relevance to current situation evaluated

## Range of Variables

**UNDERTAKE OPEN SPACE PLANNING**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Criteria for evaluating open space supply</b>	<ul style="list-style-type: none"> <li>a. access</li> <li>b. distribution</li> <li>c. suitability</li> <li>d. quality and characteristics</li> <li>e. usage               <ul style="list-style-type: none"> <li>e.1 current</li> <li>e.2 potential</li> </ul> </li> </ul>
<b>2. Evaluation procedures</b>	<ul style="list-style-type: none"> <li>a. community consultation</li> <li>b. interdepartmental meetings</li> </ul>
<b>3. Identification of open space</b>	<ul style="list-style-type: none"> <li>a. inventory</li> <li>b. property register</li> </ul>
<b>4. Information</b>	<ul style="list-style-type: none"> <li>a. supply</li> <li>b. demand</li> <li>c. current expenditure</li> </ul>
<b>5. Legislative context</b>	<ul style="list-style-type: none"> <li>a. State/Territory statutory requirements</li> <li>b. local laws, by-laws, ordinances and policy</li> </ul>
<b>6. Locational issues</b>	<ul style="list-style-type: none"> <li>a. transport routes</li> <li>b. distance between areas</li> <li>c. topography</li> <li>d. isolated</li> <li>e. communities, eg, freeways</li> </ul>
<b>7. Open space</b>	<ul style="list-style-type: none"> <li>a. open and closed space</li> <li>b. facilities</li> <li>c. car parks</li> <li>d. natural elements, eg, water courses</li> <li>a. greenfields area</li> <li>e. established area</li> </ul>
<b>8. Relevant information</b>	<ul style="list-style-type: none"> <li>a. organisation policies</li> <li>b. files</li> <li>c. planning studies</li> <li>d. political environment of organisations</li> <li>e. external bodies, eg, sporting bodies</li> <li>f. literature review</li> <li>g. legislative requirements</li> <li>h. other organisations</li> <li>i. documented summary/synopsis issues papers</li> <li>j. demographic profiles</li> </ul>
<b>9. Satisfaction levels</b>	<ul style="list-style-type: none"> <li>a. surveys</li> <li>b. search conferences</li> <li>c. public meetings</li> <li>d. market research</li> </ul>

<b>10. Sources of other available resources</b>	<ul style="list-style-type: none"> <li>a. grants</li> <li>b. schools</li> <li>c. service sporting clubs/associations</li> <li>d. corporate sponsors</li> <li>e. Section 94 contributions</li> <li>f. bequests</li> <li>g. community</li> <li>h. developer/organisation joint ventures</li> <li>i. community groups – churches</li> </ul>
<b>11. Work environment</b>	<p>varies with respect to</p> <ul style="list-style-type: none"> <li>a. size</li> <li>b. location</li> <li>c. organisation structure</li> <li>d. nature of service(s) provided</li> <li>e. availability of resources</li> </ul>
<b>12. Work plan</b>	<ul style="list-style-type: none"> <li>a. objectives</li> <li>b. tasks</li> <li>c. timeframes</li> <li>d. budget</li> <li>e. consultation plan</li> </ul>

## Evidence Guide

**UNDERTAKE OPEN SPACE PLANNING**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of research and planning techniques to determine open space supply and demand and to develop an action plan</p> <p>b. Assessment of performance should be over a period of time covering all categories of each range of variable statement that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Conduct a feasibility study to determine requirement for open space planning</p> <p>c.2 Conduct research to assess supply of and demand for open space</p> <p>c.3 Correctly analyse data against valid criteria</p> <p>c.4 Develop a policy and action plan suitable for implementation</p> <p>c.5 Establish procedures to monitor effectiveness of plan</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Units within the Resource Management field of the National Sport and Recreation Industry Competency Standards</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation policy and procedures</p> <p>a.2 Methodology to conduct feasibility studies</p> <p>a.3 Organisation goals and objectives</p> <p>a.4 Organisation strategic plan</p> <p>a.5 Open space management policy and procedures</p> <p>b. Underpinning skills</p> <p>b.1 Research skills to conduct studies, gather information</p> <p>b.2 Mathematical skills to statistically evaluate data</p> <p>b.3 Planning and analytical skills to set criteria</p> <p>b.4 Time management to prioritise work and set time frames</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires no special resources</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>c. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of each range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation</p>

- of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	1	2	2	2	1

## SRX RES 008A CONSERVE AND RE-ESTABLISH NATURAL SYSTEMS

RES

Resource management

**DESCRIPTION: 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
1. Prepare an inventory of natural systems and their components	<ul style="list-style-type: none"> <li>a. <b>Natural systems</b> and components are identified within community and organisation expectations and requirements</li> <li>b. The significance of <b>natural systems</b> is specified in accordance with scientific criteria and community expectations</li> <li>c. <b>Existing data</b> is identified and reviewed to enable characteristics of the natural system to be specified</li> <li>d. Data is collected on <b>natural systems</b> accurately and objectively</li> <li>e. A comprehensive inventory of <b>natural systems</b> is prepared with full and detailed descriptors</li> </ul>
2. Assess threats and opportunities for the conservation and re-establishment of natural systems	<ul style="list-style-type: none"> <li>a. <b>Threats</b> and opportunities are identified in accordance with <b>legislative</b> and authority expectations so that all factors are fully assessed</li> <li>b. <b>Threats</b> and opportunities are prioritised based on type, level, land tenure and classification of <b>natural systems</b> in accordance with community expectations</li> </ul>
3. Develop strategies for the conservation and re-establishment of natural systems	<ul style="list-style-type: none"> <li>a. Consultation with the community and relevant authorities is undertaken to determine appropriate objectives and levels of performance</li> <li>b. Practical and appropriate strategies to conserve and re-establish <b>natural systems</b> are determined</li> <li>c. The effectiveness of strategies is assessed through a comparison with methods in practice elsewhere</li> <li>d. Proven techniques for the conservation and re-establishment of <b>natural systems</b> are applied within accepted procedures and environmental standards</li> <li>e. Alternative and innovative approaches are developed where appropriate to meet local requirements</li> </ul>
4. Implement suitable strategies to conserve and re-establish natural systems	<ul style="list-style-type: none"> <li>a. Financial resources are identified and procured within budget cycles to support the achievement of required outcomes</li> <li>b. Personnel are identified, trained and assigned to tasks so that strategy requirements for skills and knowledge are met</li> <li>c. Physical facilities and equipment are identified and procured within budget cycles to support the achievement of required outcomes</li> <li>d. Community information materials are prepared and distributed to ensure on-going support for the strategy</li> <li>e. Innovative and alternative techniques are trialed so that results can be assessed</li> <li>f. Strategy is reviewed in accordance with trials undertaken</li> <li>g. Strategy is implemented within organisation policy and procedures and <b>legislative requirements</b></li> </ul>

- 5. Monitor and review the effectiveness of strategies to conserve and re-establish natural systems**
- a. Regular data are collected and analysed to provide accurate measures to performance
  - b. Comparisons are made with strategy objectives to assess effectiveness
  - c. Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved
  - d. Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

## Range of Variables

**CONSERVE AND RE-ESTABLISH NATURAL SYSTEMS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Existing data sourced from</b>	<ul style="list-style-type: none"> <li>a. university</li> <li>b. consultants reports</li> <li>c. conservation and natural resources</li> <li>d. Land Conservation Council</li> <li>e. Port Authority</li> <li>f. state and federal bodies</li> <li>g. State Environmental Protection Authority</li> <li>h. interest groups</li> <li>i. referral bodies</li> <li>j. Municipal Planning Scheme</li> <li>k. environmentalists</li> </ul>
<b>2. Legislative context</b>	<ul style="list-style-type: none"> <li>a. state/territory statutory requirements</li> <li>b. local laws, by-laws, ordinances and policy</li> </ul>
<b>3. Natural systems</b>	<ul style="list-style-type: none"> <li>a. flora</li> <li>b. fauna</li> <li>c. species</li> <li>d. communities</li> <li>e. habitats</li> <li>f. regeneration</li> <li>g. re-vegetation</li> <li>h. fire management</li> <li>i. degradation factors</li> </ul>
<b>4. Threats</b>	<ul style="list-style-type: none"> <li>a. political emphasis</li> <li>b. economic rationalisation</li> <li>c. community attitude</li> <li>d. interest groups</li> </ul>



## Evidence Guide

**CONSERVE AND RE-ESTABLISH NATURAL SYSTEMS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. 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</p> <p>b. 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 of variable statements that are applicable to the location/area analysed</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Prepare an accurate inventory of natural systems within a specific location/area</p> <p>c.2 Assess threats and opportunities for conservation of natural systems within a specific location/area</p> <p>c.3 Develop and implement suitable strategies to enable the conservation and re-establishment of natural systems within a specific location/area</p> <p>c.4 Monitor the effectiveness of the strategies and modify if required</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX RES 004A Minimise waste and pollution and their environmental impact</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX RES 009A Achieve sustainable land management</p> <p>c.2 SRX RES 012A Develop a comprehensive and integrated environmental management strategy</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Conservation principles</p> <p>a.2 Research and analysis techniques</p> <p>a.3 Re-establishment of environments</p> <p>a.4 Community needs, expectations and attitudes</p> <p>a.5 Organisation's policies, goals and objectives</p> <p>a.6 Natural systems and interrelationships between components</p> <p>a.7 Political and economic trends</p> <p>a. Underpinning skills</p> <p>b.1 Research and analysis</p> <p>b.2 Monitoring and evaluation</p> <p>b.3 Collation of material from a range of sources</p> <p>b.4 Strategic planning</p> <p>b.5 Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</p> <p>b.6 Budgeting</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires the learner to have access to a natural system for research, monitoring and evaluation</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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

**SRX RES 009A      ACHIEVE SUSTAINABLE LAND MANAGEMENT**

RES

Resource management

**DESCRIPTION: 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.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. <b>Identify current land condition, uses and practices</b>	<ul style="list-style-type: none"> <li>a. Existing data are collated and reviewed to identify current land used, condition and practices</li> <li>b. Need for additional information is assessed as required</li> </ul>
2. <b>Undertake a land capability study</b>	<ul style="list-style-type: none"> <li>a. Information needs required to assess land capability are determined</li> <li>b. Suitable methods to collate information on land capability are established</li> <li>c. <b>Information</b> on land capability is collected from primary and secondary <b>sources</b> using objective and industry accepted techniques</li> <li>d. Data to identify major characteristics of land capability are analysed, collated and tabulated</li> <li>e. <b>Threats</b> and opportunities affecting land capability are identified in accordance with legislative and authority expectations so that all factors are fully assessed</li> <li>f. Threats and opportunities are prioritised based on type, level, land tenure and community expectations</li> <li>g. A clearly written report is prepared on land capability with clearly documented conclusions supported by available evidence</li> </ul>
3. <b>Develop optional land management strategies</b>	<ul style="list-style-type: none"> <li>a. Information on land capability, condition and uses is assessed to identify evidence of inappropriate practices</li> <li>b. Preferred land use options are established</li> <li>c. Areas of degradation requiring urgent attention are classified</li> <li>d. Appropriate land uses are clearly established based on an assessment of land capability, planning zone modifications and existing conditions</li> <li>e. Action plans to implement strategies are prepared setting priorities, timelines and relevant responsibilities</li> <li>f. Draft strategy documentation is prepared clearly presenting all data and recommendation</li> <li>g. Draft strategy is released for public comment providing adequate time for considered input</li> <li>h. Final plan and action plan is prepared incorporating public input to assist in achieving strategy objectives</li> </ul>
4. <b>Implement strategies to achieve sustainable management</b>	<ul style="list-style-type: none"> <li>a. Educational packages are developed to inform land owners of preferred strategies for land use</li> <li>b. Formalised land use incentive programs are established and implemented</li> <li>c. An appropriate Code of Practice for <b>organisation</b> staff is prepared</li> <li>d. Co-operative and consultative arrangements are established with other land management authorities, land owners and adjacent organisations</li> <li>e. Action plans based on endorsed strategies are implemented in accordance with agreed timelines and budget</li> </ul>
5. <b>Monitor and review the effectiveness of land management</b>	<ul style="list-style-type: none"> <li>a. Regular data are collected and analysed to provide accurate measures on performance</li> <li>b. Comparisons are made with strategy objectives to assess</li> </ul>

**strategies**

- effectiveness
- c. Changes to implemented strategy are made as required to ensure outcomes are achieved
- d. Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

## Range of Variables

**ACHIEVE SUSTAINABLE LAND MANAGEMENT**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Information sources</b>	<ul style="list-style-type: none"> <li>a. university</li> <li>b. consultants reports</li> <li>c. Conservation and Natural Resources</li> <li>d. Land Conservation Council</li> <li>e. Port Authority</li> <li>f. state and federal bodies</li> <li>g. State Environmental Protection Authority</li> <li>h. interest groups</li> <li>i. referral bodies</li> <li>j. Municipal Planning Scheme</li> <li>k. environmentalists</li> </ul>
<b>2. Legislative context</b>	<ul style="list-style-type: none"> <li>a. state/territory statutory requirements</li> <li>b. local laws, by-laws, ordinances and policy</li> </ul>
<b>3. Organisation context</b>	varies with respect to <ul style="list-style-type: none"> <li>a. size of organisation</li> <li>b. location</li> <li>c. organisational structure</li> <li>d. nature of service provided</li> <li>e. availability of resources</li> </ul>
<b>4. Sustainability</b>	<ul style="list-style-type: none"> <li>a. development</li> <li>b. waste minimisation</li> <li>c. water</li> <li>d. power</li> <li>e. forest</li> <li>f. time frame</li> <li>g. community contribution</li> <li>h. community return</li> <li>i. mineral</li> <li>j. timber</li> <li>k. economic/controlling body viability</li> <li>l. flora</li> <li>m. fauna</li> </ul>
<b>5. Threats</b>	<ul style="list-style-type: none"> <li>a. political emphasis</li> <li>b. economic rationalisation</li> <li>c. community attitude</li> <li>d. interest groups</li> </ul>

Evidence Guide

**ACHIEVE SUSTAINABLE LAND MANAGEMENT**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the processes required to plan and implement strategies to achieve sustainable land management</p> <p>b. Assessment of performance should be over a period of time covering all categories affecting the sustainability of a specific site/location or land area</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Use appropriate methodology to identify current land condition, uses and practices and undertake a capability study</p> <p>c.2 Develop land management strategies consistent with community expectations, legislative requirements and budget constraints</p> <p>c.3 Develop educational packages to inform land owners/managers of preferred strategies for land use</p> <p>c.4 Establish mechanisms to monitor and review effectiveness of land management strategies</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX RES 005A Achieve an efficient use of resources</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX RES 010A Protect heritage and cultural assets</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Agriculture/forestry practices</p> <p>a.2 Land capabilities</p> <p>a.3 Land management practices</p> <p>a.4 Organisation structure and services</p> <p>a.5 Municipal planning</p> <p>a. Underpinning skills</p> <p>b.1 Research and analysis</p> <p>b.2 Strategic planning</p> <p>b.3 Budgeting</p> <p>b.4 Monitoring and Evaluation</p> <p>b.5 Collation and presentation of material from a range of sources</p> <p>b.6 Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires the learner to have access to a specific area of land to assess its sustainability and develop management strategies</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>

<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>
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<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	2	1	2	2	2	1

## SRX RES 010A      PROTECT HERITAGE AND CULTURAL ASSETS

RES

Resource management

**DESCRIPTION: 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
<p>1. Prepare inventory of heritage and cultural assets</p>	<p>a. Heritage and cultural assets are identified within community and organisation expectations and requirements</p> <p>b. The significance of each heritage and cultural asset is assessed according to established criteria and community expectations</p> <p>c. An adequate information base on <b>significant places</b> is obtained through comprehensive field investigation and research</p> <p>d. <b>Data</b> are collected on heritage and cultural assets accurately and objectively</p> <p>e. A comprehensive inventory of heritage and cultural assets is prepared with full and detailed description of history and <b>significance</b></p>
<p>2. Assess threats and opportunities for the protection of heritage and cultural assets</p>	<p>a. <b>Threats</b> and opportunities are identified to ensure all factors are fully assessed</p> <p>b. Criteria are established to enable threats and opportunities to be prioritised based on input from organisation and the community</p>
<p>3. Identify priorities and develop strategies for the protection of heritage and cultural assets</p>	<p>a. <b>Criteria are established to identify priorities</b></p> <p>b. Consultation with the community and property owners is undertaken to seek views on the conservation action required to protect the significant attributes of the area</p> <p>c. A framework for the legal protection of heritage and cultural assets is established through existing <b>legislation</b></p> <p>d. Practical and appropriate strategies to conserve heritage and cultural assets are determined</p> <p>e. The effectiveness of strategies is assessed through a comparison with methods used elsewhere</p> <p>f. The policy elements of the proposed heritage program are determined</p> <p>g. Innovative approaches are developed to protect heritage and cultural assets in response to the local community need</p>
<p>4. Implement strategies for the protection of heritage and cultural assets</p>	<p>a. The study and program are adopted by the local authority</p> <p>b. Consultation is undertaken with the community and property owners about the study and proposed heritage program</p> <p>c. Financial resources are identified and procured within budget cycles to support the achievement of required outcomes</p> <p>d. Personnel are identified, trained and assigned tasks so that requirements for skills and knowledge are met</p> <p>e. Physical facilities and equipment are identified and procured within budget cycles to support the achievement of required outcomes</p> <p>f. Community education and information materials are prepared and distributed to ensure ongoing support for the strategy</p> <p>g. The strategy is implemented within organisation policy and procedures and relevant legislative requirements</p> <p>h. A timetable is established for implementation and priorities are established</p>



**5. Monitor and review the effectiveness of strategies to protect heritage and cultural assets**

- a. Further research is undertaken on places listed as being of local significance in the study
- b. Additional plans of significance are identified and reviewed
- c. An annual heritage report is prepared
- d. Information received from monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience

## Range of Variables

**PROTECT HERITAGE AND CULTURAL ASSETS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Criteria used to prioritise</b>	<ul style="list-style-type: none"> <li>a. community preferences</li> <li>b. budget constraints</li> <li>c. legislative provisions</li> <li>d. resources</li> <li>e. time frames</li> <li>f. age</li> <li>g. outstanding craftsmanship</li> <li>h. architectural style</li> <li>i. construction technology</li> <li>j. association with important events or figures</li> <li>k. building type</li> <li>l. rarity</li> <li>m. technical or creative achievement</li> <li>n. represents a way of life</li> <li>o. artistic, religious or cultural associations</li> </ul>
<b>2. Data</b>	<ul style="list-style-type: none"> <li>a. survey information</li> <li>b. historical research</li> <li>c. existing reports/studies/texts</li> </ul>
<b>3. Legislative context</b>	<ul style="list-style-type: none"> <li>a. State/Territory statutory requirements</li> <li>b. local laws, by-laws, ordinances and policy</li> </ul>
<b>4. Significance</b>	<ul style="list-style-type: none"> <li>a. aesthetic</li> <li>b. historical</li> <li>c. scientific and social aspects</li> <li>d. community expectation</li> </ul>
<b>5. Significance categorised in a hierarchy</b>	<ul style="list-style-type: none"> <li>a. National</li> <li>b. State</li> <li>c. Regional</li> <li>d. High local</li> <li>e. Local</li> <li>f. Contributory</li> </ul>
<b>6. Significant places</b>	<ul style="list-style-type: none"> <li>a. buildings</li> <li>b. structures</li> <li>c. plantings</li> <li>d. sub-surface remains</li> <li>e. land use patterns</li> </ul>
<b>7. Threats</b>	<ul style="list-style-type: none"> <li>a. political emphasis</li> <li>b. maintenance reductions</li> <li>c. lack of planning</li> <li>d. community attitude</li> </ul>

## Evidence Guide

**PROTECT HERITAGE AND CULTURAL ASSETS**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. 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>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable to heritage and cultural assets in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 Identify all relevant heritage and cultural assets within an organisation's area of responsibility in accordance with established criteria and community expectations</li> <li>c.2 Accurately assess threats to heritage and cultural assets</li> <li>c.3 Assess opportunities for the protection of heritage and cultural assets</li> <li>c.4 Identify priorities for the protection of heritage and cultural assets</li> <li>c.5 Develop strategies to protect heritage and cultural assets</li> <li>c.6 Review effectiveness of strategies</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 other units from the Resource Management field of the National Recreation Industry Competency Standards</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Heritage assets</li> <li>a.2 Cultural assets</li> <li>a.3 Asset classification</li> <li>a.4 Organisation structures and services</li> <li>a.5 Town planning</li> <li>a.6 Community needs and expectations</li> <li>a.7 Regulations/standards/policies</li> <li>a.8 Organisation goals and objectives</li> </ul> </li> <li>a. Underpinning skills <ul style="list-style-type: none"> <li>b.1 Research and analysis</li> <li>b.2 Strategic planning</li> <li>b.3 Budgeting</li> <li>b.4 Monitoring and Evaluation</li> <li>b.5 Collation and presentation of material from a range of sources</li> <li>b.6 Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</li> <li>b.7 Prioritising time, resources and issues</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to heritage and cultural assets</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>

<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variable statements that are applicable to heritage and cultural assets in the learner’s environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	1	1	1

## SRX RES 011A

## APPLY ENVIRONMENTAL PRINCIPLES TO THE DESIGN AND MAINTENANCE OF THE BUILT ENVIRONMENT

RES

Resource management

**DESCRIPTION:** 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
1. Determine the existing aesthetic value of the built environment	<ul style="list-style-type: none"> <li>a. <b>Aesthetic value</b> in relation to a specified built environment is defined with regard to historical, architectural and environmental contexts</li> <li>b. Design themes and zones are identified within specific areas</li> <li>c. An inventory of <b>aesthetic elements</b> within the built environment is prepared</li> <li>d. A single character theme for specific areas is determined and used as a guide for the development of other themes or elements</li> </ul>
2. Establish community expectations for civic aesthetic value and amenity	<ul style="list-style-type: none"> <li>a. <b>Consultation</b> is undertaken to establish clear and agreed expectations of community <b>aesthetic value</b> of the built environment</li> <li>b. Expectations regarding each element of the built environment are determined</li> <li>c. Community expectations on elements of the built environment are considered with the overall theme for the specific area</li> <li>d. Community views on where and how environment principles can be applied to improve the built environment are determined</li> </ul>
3. Review existing civic aesthetic value and amenity against community expectations	<ul style="list-style-type: none"> <li>a. The variation between community expectations and the current status of the built environment is determined</li> <li>b. The possibilities and options for improvement in the built environment are established</li> <li>c. The existing directions determined by organisation policy are considered against community expectations</li> </ul>
4. Prioritise and develop strategies to improve civic aesthetics and amenity	<ul style="list-style-type: none"> <li>a. <b>Strategies</b> are developed from professional and community advice, taking into account the requirements of all <b>stakeholders</b></li> <li>b. The feasibility of applying <b>strategies</b> to the various locations is assessed</li> <li>c. Criteria to determine the effectiveness of <b>strategies</b> are established</li> <li>d. Assessment criteria are used to evaluate available strategies in order to identify priorities</li> </ul>
5. Implement strategies for the improvement of the built environment by applying environment principles	<ul style="list-style-type: none"> <li>a. The needs for developing an improved built environment are communicated to community, professionals and the organisation</li> <li>b. Options for the allocation of responsibilities among organisation departments are determined and implemented</li> <li>c. The on going costs to relevant parties of improving the built environment are recorded</li> </ul>
6. Monitor and review strategies for the improvement of civic aesthetic	<ul style="list-style-type: none"> <li>a. Information is collected and assessed to identify if strategies add, reinforce or improve the aesthetics of a built environment</li> <li>b. The level of acceptance of the environmental strategies within the community is determined</li> </ul>

**value and amenity**

- c. The extent of congruence between the strategies and the policy direction of the organisation is assessed
- d. Using cost data, the cost of applying environment principles is assessed against known benefits to quantify the type of benefits being achieved

## Range of Variables

## APPLY ENVIRONMENTAL PRINCIPLES TO THE DESIGN AND MAINTENANCE OF THE BUILT ENVIRONMENT

VARIABLE STATEMENT	CATEGORIES
1. <b>Aesthetics</b>	<ul style="list-style-type: none"> <li>a. visual</li> <li>b. sensual</li> <li>c. aural</li> <li>d. tactile</li> </ul>
2. <b>Consultation</b>	<ul style="list-style-type: none"> <li>a. personal contact</li> <li>b. surveys</li> <li>c. community group submissions</li> <li>d. professional advice</li> </ul>
3. <b>Legislative context</b>	<ul style="list-style-type: none"> <li>a. State/territory statutory requirements</li> <li>b. local laws, by-laws, ordinances and policy</li> </ul>
4. <b>Stakeholders</b>	<ul style="list-style-type: none"> <li>a. residents</li> <li>b. visitors</li> <li>c. wildlife</li> <li>d. authorities</li> <li>e. travellers</li> <li>f. organisations</li> </ul>
5. <b>Strategies</b>	<ul style="list-style-type: none"> <li>a. control for environment development assigned to local authority departments</li> <li>b. establishing the role of an environmental manager</li> <li>c. facilitating developments within the broader urban, rural and coastal areas (planning)</li> <li>d. engineering improvements</li> <li>e. landscaping</li> <li>f. energy efficient recreation facilities</li> <li>g. maintenance of parks and gardens</li> </ul>

## Evidence Guide

### APPLY ENVIRONMENTAL PRICIPLES TO THE DESIGN AND MAINTENANCE OF THE BUILT ENVIRONMENT

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of environmental planning principles in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of aesthetic value, consultation method and strategies from the range of variables statements that are applicable to the design and maintenance of a built environment in the learners work context</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assess the aesthetic value of a built environment</p> <p>c.2 Consult with stakeholders to determine their expectations</p> <p>c.3 Develop and implement strategies for the improvement of the built environment by applying environmental principles</p> <p>c.4 Establish methods to monitor and review strategies</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX RES 005A Achieve an efficient use of resources</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX FAC 009A Plan, develop and commission facility development</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Building architecture</p> <p>a.2 Forward planning</p> <p>a.3 Service/utilities infrastructure</p> <p>a.4 Town planning</p> <p>a.5 Community needs and expectations</p> <p>a.6 Landscaping</p> <p>a.7 Energy efficiency</p> <p>a.8 Organisation structures and services</p> <p>a. Underpinning skills</p> <p>b.1 Strategic planning</p> <p>b.2 Research and analysis</p> <p>b.3 Monitoring and evaluation</p> <p>b.4 Collation and presentation of material from a range of sources</p> <p>b.5 Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires that the learner has access to a built environment within an organisation's area of responsibility</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for</b></p>	<p>a. Competency must be demonstrated in a real work environment</p>



**assessment**

- b. In cases where the learner does not have the opportunity to cover all categories of aesthetic value, consultation method and strategies from the range of variables statements that are applicable to the design and maintenance of a built environment in the learners work context, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	1	1	1	2	1

## SRX RES 012A

## DEVELOP A COMPREHENSIVE AND INTEGRATED ENVIRONMENTAL MANAGEMENT STRATEGY

RES

Resource management

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

ELEMENT	PERFORMANCE CRITERIA
1. Define scope of environmental management strategy	<ul style="list-style-type: none"> <li>a. The needs and expectations for development of an environment management strategy are clearly identified</li> <li>b. The <b>constraints</b> under which the environment strategy can be developed are identified to enable a clear and concise direction to be established</li> <li>c. A clear and concise statement of objectives is prepared to ensure the needs of the strategy can be met</li> </ul>
2. Determine environmental strategy development process	<ul style="list-style-type: none"> <li>a. <b>Process models</b> applicable to the scope of the environmental management strategy are identified</li> <li>b. A <b>process model</b> that will achieve the objectives determined in the scope is assessed and selected</li> <li>c. Principal <b>stakeholders</b> are identified to maximise stakeholder participation in the development process</li> <li>d. <b>Stakeholders</b> are consulted to obtain acceptance of the strategy development process</li> </ul>
3. Identify resources to undertake environmental strategy development	<ul style="list-style-type: none"> <li>a. Resource requirements of the model/process adopted are identified in an accurate and comprehensive manner</li> <li>b. Accurate detailed financial budgets are prepared within the scope of the strategy development</li> <li>c. <b>Human resource</b> requirements for strategy developments are identified so that skill requirements can be specified</li> <li>d. Facilities and equipment needs for strategy developments are identified to ensure all requirements can be met on time</li> </ul>
4. Identify environmental assets, problems and opportunities	<ul style="list-style-type: none"> <li>a. Existing <b>data</b> is identified and collated in a comprehensive manner relevant to the scope and models accepted</li> <li>b. Existing data is evaluated against the scope and model to identify needs for further data collection</li> <li>c. Additional data is obtained to ensure a comprehensive database is available for effective analysis</li> <li>d. Available data is assessed against scientifically established criteria and community expectations within relevant policy and legislative framework</li> </ul>
5. Determine and prioritise environmental issues	<ul style="list-style-type: none"> <li>a. Common problems and opportunities are grouped to formulate environmental issues that can be actioned by stakeholders</li> <li>b. <b>Criteria</b> are established <b>to enable</b> environmental <b>issues to be prioritised</b></li> </ul>
6. Prepare environmental management strategy	<ul style="list-style-type: none"> <li>a. Practical actions that enable a resolution of environmental issues within strategy objectives are determined</li> <li>b. A clear and concise draft documentation for the strategy is prepared to obtain feedback from <b>stakeholders</b></li> <li>c. Feedback is evaluated and a response formed that assesses impact</li> </ul>

	<p>on a resolution of environmental issues</p> <p>d. Local authority endorsement for the environmental management strategy is obtained</p>
<p><b>7. Prepare an environmental management strategy implementation plan</b></p>	<p>a. Actions are prioritised to provide the most effective resolution of issues within available resources</p> <p>b. Resources are allocated to match action priorities</p> <p>c. Processes are monitored to ensure the strategy is achieving objectives and modified as required</p> <p>d. Responsible parties are identified who have the capacity to carry out strategy actions</p> <p>e. Achievable timelines, schedules and targets are established which enable strategy objectives to be met within required timeframes</p>
<p><b>8. Monitor and review effectiveness of the environmental management strategy</b></p>	<p>a. Regular data are collected and analysed to provide accurate measures of performance</p> <p>b. Comparisons are made with strategy objectives to assess effectiveness</p> <p>c. Changes to strategy are made as required in a timely manner to ensure outcomes are achieved</p> <p>d. Information obtained during monitoring and review is used to develop new strategies which are based on accumulated knowledge and experience</p>

## Range of Variables

## DEVELOP A COMPREHENSIVE AND INTEGRATED ENVIRONMENTAL MANAGEMENT STRATEGY

VARIABLE STATEMENT	CATEGORIES
1. Constraints	<ul style="list-style-type: none"> <li>a. budgets</li> <li>b. resources</li> <li>c. time</li> <li>d. knowledge</li> </ul>
2. Criteria to prioritise issues	<ul style="list-style-type: none"> <li>a. community preferences</li> <li>b. budget constraints</li> <li>c. legislative provisions</li> <li>d. environmental impact/benefit</li> <li>e. resources</li> <li>f. timeframes</li> </ul>
3. Data	<ul style="list-style-type: none"> <li>a. surveys</li> <li>b. questionnaires</li> <li>c. references</li> <li>d. stakeholder input</li> <li>e. existing reports/programs</li> </ul>
4. Human resources	<ul style="list-style-type: none"> <li>a. internal staff</li> <li>b. project officers</li> <li>c. consultants</li> <li>d. government agencies</li> <li>e. community experts</li> <li>f. volunteers</li> </ul>
5. Legislative context	<ul style="list-style-type: none"> <li>a. State/territory statutory requirements</li> <li>b. local laws</li> <li>c. by-laws</li> <li>d. ordinances</li> <li>e. policy</li> </ul>
6. Process model characteristics	<ul style="list-style-type: none"> <li>a. consultative</li> <li>b. unilateral</li> <li>c. undertaken by external consultants</li> <li>d. regional</li> </ul>
7. Stakeholders	<ul style="list-style-type: none"> <li>a. organisation</li> <li>b. funding bodies</li> <li>c. community</li> <li>d. government</li> <li>e. local authorities</li> <li>f. land management agencies</li> <li>g. interest groups</li> <li>h. statutory authorities</li> <li>i. industry</li> <li>j. business</li> </ul>

## Evidence Guide

**DEVELOP A COMPREHENSIVE AND INTEGRATED ENVIRONMENTAL MANAGEMENT STRATEGY**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the components of an integrated environmental management strategy and processes to develop the strategy</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable to the development of an environmental management strategy within in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Define the scope of the strategy</p> <p>c.2 Determine the development process</p> <p>c.3 Accurately identify the resources required to develop the strategy</p> <p>c.4 Identify environmental assets, problems and opportunities</p> <p>c.5 Prioritise environmental issues</p> <p>c.6 Prepare an environmental management strategy and an associated implementation plan</p> <p>c.7 Establish processes to monitor the effectiveness of the strategy</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX RES 004A Minimise waste and pollution and their environmental impact</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 other units from the Resource Management field within the National Sport and Recreation Industry Competency Standards</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Environmental issues</p> <p>a.2 Environmental planning/management</p> <p>a.3 Community needs and expectations</p> <p>a.4 Organisation structures and services</p> <p>a.5 Resources availability</p> <p>a. Underpinning skills</p> <p>b.1 Research and analysis</p> <p>b.2 Strategic planning</p> <p>b.3 Budgeting</p> <p>b.4 Monitoring and Evaluation</p> <p>b.5 Collation and presentation of material from a range of sources</p> <p>b.6 Advanced communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to a work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and</p>

<b>6. Context for assessment</b>	<p>contexts applicable to the work environment</p> <p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements that are applicable to the development of an environmental management strategy within the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	1	2	1

**RISK**

**RIS**

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## SRX RIS 001A      UNDERTAKE RISK ANALYSIS OF ACTIVITIES

RIS

Risk

**DESCRIPTION: This unit provides basic knowledge and skills to apply a risk analysis process in the context of a recreation activity in accordance with an organisation's risk management procedures.**

ELEMENT	PERFORMANCE CRITERIA
1. Establish the context	<ul style="list-style-type: none"> <li>a. Organisations' activity/location/equipment maintenance and operational procedures are obtained</li> <li>b. Activity/location/equipment operating and maintenance history is obtained including relevant incident and failure reports</li> <li>c. Applicable occupational health and safety and environmental standards are researched</li> <li>d. Applicable technical documentation is obtained</li> <li>e. Risk criteria, as determined by the organisation's risk management policy and plan, are accessed and clarified</li> </ul>
2. Identify risks	<ul style="list-style-type: none"> <li>a. A comprehensive list of <b>sources of risks</b> within the particular activity is generated, including risks that are not under the control of the organisation</li> <li>b. <b>Areas of impact</b> on the organisation are taken into consideration</li> <li>c. Possible causes of risks are considered</li> <li>d. Sources of risk and areas of impact are documented in a clear and concise manner</li> </ul>
3. Conduct risk analysis	<ul style="list-style-type: none"> <li>a. Analysis is completed using appropriate methodology in accordance with organisations' and/or activity requirements</li> <li>b. Existing control, likelihood and consequences are determined</li> <li>c. Level of risk is compared to previously established risk criteria</li> </ul>
4. Undertake risk assessment	<ul style="list-style-type: none"> <li>a. Level of risks are compared against previously established risk criteria and decisions made as to whether risks can be accepted</li> <li>b. Risks are prioritised, taking account of the wider context of the risk</li> <li>c. Consideration is given to the tolerability of the risks borne by parties other than the organisation that benefits from it</li> <li>d. Risks that fall into the low or acceptable categories may be accepted without further treatment, monitored and periodically reviewed to ensure they remain acceptable</li> <li>e. Risks that fall outside the low or acceptable category are treated using a range of options</li> </ul>
5. Treat risks	<ul style="list-style-type: none"> <li>a. Risk treatment options are identified such as retaining the risk, reducing the likelihood of occurrence, reducing the consequence or transferring the risk</li> <li>b. Risk treatment options are evaluated in accordance with the organisation's risk management plan, on the basis of the extent of risk reduction, the extent of benefits or opportunities created and taking into account the risk criteria previously established</li> <li>c. Risk treatment plans are prepared identifying responsibilities, schedules, the expected outcome of treatments, budgeting, performance measures and the review process set in place</li> <li>d. Risk analysis and treatment options are documented, in accordance with the organisation's procedures</li> <li>e. Risk treatment plans are implemented prior to and during the conduct of an activity</li> </ul>

**6. Monitor and review the risk management plan**

- a. Risks and the effectiveness of control measures are monitored in accordance with the organisation's risk management plan to ensure changing circumstances do not alter risk priorities
- b. The risk analysis is repeated regularly to ensure the risk treatment plan remains relevant
- c. Changes to the conduct of an activity are made, where required, in accordance with review recommendations
- d. Recommendations in accordance with the organisation's risk audit are implemented in future risk analysis of activities

## Range of Variables

**UNDERTAKE RISK ANALYSIS OF ACTIVITIES**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Areas of impact</b>	<ul style="list-style-type: none"> <li>a. asset and resource base of the organisation and including personnel</li> <li>b. revenue and entitlements</li> <li>c. costs of activities both direct and indirect</li> <li>d. people/community</li> <li>e. performance</li> <li>f. timing and schedule of activities</li> <li>g. the environment</li> <li>h. intangibles such as reputation, goodwill, quality of life</li> <li>i. organisational behaviour</li> </ul>
<b>2. Classification of risk</b>	<ul style="list-style-type: none"> <li>a. diseases affecting humans, animals and plants</li> <li>b. economic perils (eg, currency fluctuations, interest rates, share market)</li> <li>c. environmental (eg, noise, contamination, pollution)</li> <li>d. financial (eg, contractual risks, misappropriation of funds, fraud, fines)</li> <li>e. human perils (eg, explosions, riots, strikes, sabotage)</li> <li>f. natural perils (eg, climatic conditions, earthquakes, bushfires, vermin, volcanic activity)</li> <li>g. occupational health and safety (eg, inadequate safety measures, poor safety management)</li> <li>h. product liability (eg, design error, substandard quality control, inadequate testing)</li> <li>i. professional liability (eg, wrong advice, negligence, design error)</li> <li>j. property damage (eg, fire, water damage, earthquakes, contamination, human error)</li> <li>k. public liability (eg, public access, egress and safety)</li> <li>l. security (eg, cash arrangements, vandalism, theft, misappropriation of information, illegal entry)</li> <li>m. technology (eg, obsolescence, advances and failure)</li> </ul>
<b>3. Risk analysis applies to</b>	<ul style="list-style-type: none"> <li>a. support equipment</li> <li>b. personnel safety</li> <li>c. environmental impact</li> <li>d. processes</li> </ul>
<b>4. Sources of risk</b>	<ul style="list-style-type: none"> <li>a. commercial and legal relationships between the organisation and other organisations (eg, suppliers, subcontractors, lessees)</li> <li>b. economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances (eg, exchange rates)</li> <li>c. human behaviour of both those involved and those not involved in the organisation</li> <li>d. natural events</li> <li>e. political circumstances including legislative changes and factors which may influence other sources of risk</li> <li>f. technology and technical issues both internal and external to the organisation</li> <li>g. management activities and controls</li> <li>h. individual activities</li> </ul>

## Evidence Guide

**UNDERTAKE RISK ANALYSIS OF ACTIVITIES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of relevant occupational health and safety regulations, statutory legislation and organisational safety procedures and risk management plan</p> <p>b. Assessment must confirm the ability to apply knowledge of the organisations' emergency procedures, techniques and operating parameters to conduct a risk analysis of individual activities in accordance with the organisation's risk management procedures, taking into account all categories of the range of variables statement applicable to the learner's work environment</p> <p>c. In particular, assessment must confirm the ability to effectively implement a structured analysis methodology to a particular recreation activity and clearly and concisely document analysis results and recommendations</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s): a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s): b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge a.1 Common risk management terminology a.2 The role of risk as a reason for participating in or using recreation activities a.3 Factors that affect an individual's perception of risk a.4 Effect of legislation on procedures and practices in the recreation industry a.5 Causes of accidents, incidents and losses, in a recreation context a.6 Impact of high profile accidents/incidents/losses a.7 Legal responsibilities in risk management a.8 Knowledge of the activity for analysis a.9 Equipment design limits and effects of operating outside design limits</p> <p>b. Underpinning skills b.1 Application of incident scenarios logically and structurally b.2 Analysis and documentation of research</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to case studies, scenarios and incident reports</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a recreation workplace</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated on-the-job or in a realistic simulated work environment</p> <p>b. Assessment of this unit of competence will usually include observation</p>

- of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- c. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
  - d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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

## SRX RIS 002A

## CONDUCT A RISK AUDIT AND DEVELOP A RISK MANAGEMENT POLICY

RIS

Risk Management

**DESCRIPTION: This unit covers the knowledge and skills to conduct a risk audit of a recreation organisation in order to develop an appropriate risk management policy for the organisation**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Establish a risk management philosophy and awareness at senior management level</b>	<ul style="list-style-type: none"> <li>a. Key personnel to be included in the establishment of organisational policies are identified</li> <li>b. Support for raising risk awareness is sought from key personnel</li> <li>c. Individuals who could sponsor or support risk management awareness are identified</li> <li>d. Individuals/teams are informed of their legal responsibility for maintaining a safe workplace and environment</li> <li>e. The implications of an unsafe workplace are made clear to all within the workplace</li> </ul>
2. <b>Analyse the organisation's risk management context and conduct a risk audit</b>	<ul style="list-style-type: none"> <li>a. All possible <b>sources of risk</b> which may impact upon the organisation are identified and <b>classified</b></li> <li>b. Communication with experts and local/state/national bodies is initiated where required</li> <li>c. The <b>area(s)</b> or manner in which the risk may <b>impact</b> upon the organisation and its operation are determined</li> <li>d. The organisational environment is identified and strengths, weaknesses, opportunities and threats are analysed</li> <li>e. <b>Elements which support or impair the organisation's ability to manage risk</b> are determined</li> <li>f. 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> are determined</li> <li>g. A comprehensive <b>risk register</b> is developed</li> </ul>
3. <b>Develop the organisation's risk management policy</b>	<ul style="list-style-type: none"> <li>a. The objectives of the policy and rationale for managing risk are identified and <b>documented</b></li> <li>b. The extent, or <b>range of areas</b> to which the policy applies are identified and defined</li> <li>c. Links between the policy, the organisation's safety responsibilities and the organisation's strategic/corporate plan and goals are determined</li> <li>d. Broad criteria for what may be regarded as acceptable risk are established</li> <li>e. A strategic policy for risk management is developed with organisational <b>risk management responsibilities</b> identified</li> <li>f. Within the policy, strategies for awareness raising, skills acquisition, training and education of staff in the area of risk management are <b>documented</b></li> <li>g. Policies with respect to accessing support or expertise from outside the organisation to provide assistance to those responsible for managing risk are determined</li> <li>h. The policy details procedures for reviewing the organisation's performance in regard to the policy</li> <li>i. The policy is in line with legislation, industry practice and incorporates the possible impact of outside influences and changes in direction/new trends</li> </ul>

<p><b>4. Communicate the organisation's risk management policy</b></p>	<ul style="list-style-type: none"> <li>a. Individuals or sections responsible for managing risk within the organisation are identified</li> <li>b. A team or infrastructure to communicate details of the policy and risk management process and implement it within the organisation is established</li> <li>c. Information is in a style, format and language which is understood by all staff</li> <li>d. Strategies to raise awareness about managing risk are identified within the policy and developed and implemented</li> <li>e. Appropriate levels of recognition, rewards and sanctions are developed and implemented</li> <li>f. Performance management processes for monitoring the awareness and implementation of risk management policies within the organisation are established</li> </ul>
<p><b>5. Monitor and review the organisation's risk management policy</b></p>	<ul style="list-style-type: none"> <li>a. Policies to ensure ongoing review of the risks are developed and applied</li> <li>b. The effectiveness of the risk management process is <b>monitored</b> and reviewed</li> <li>c. The risk management policy is adjusted following the review process if required</li> <li>d. Systems, records and reporting procedures are maintained according to legislative requirements</li> </ul>

## Range of Variables

**CONDUCT A RISK AUDIT AND DEVELOP A RISK MANAGEMENT POLICY**

VARIABLE STATEMENT	CATEGORIES
1. Areas of impact	<ul style="list-style-type: none"> <li>a. asset and resource base of the organisation including personnel</li> <li>b. revenue and entitlements</li> <li>c. costs of activities both direct and indirect; people; community; performance; timing and schedule of activities</li> <li>d. the environment</li> <li>e. intangibles such as reputation, goodwill, quality of life</li> <li>f. organisational behaviour</li> </ul>
2. Classification of risk	<ul style="list-style-type: none"> <li>a. diseases affecting humans, animals and plants</li> <li>b. economic perils (eg, currency fluctuations, interest rates, share market)</li> <li>c. environmental (eg, noise, contamination, pollution)</li> <li>d. financial (eg, contractual risks, misappropriation of funds, fraud, fines)</li> <li>e. human perils (eg, explosions, riots, strikes, sabotage)</li> <li>f. natural perils (eg, climatic conditions, earthquakes, bushfires, vermin, volcanic activity)</li> <li>g. occupational health and safety (eg, inadequate safety measures, poor safety management)</li> <li>h. product liability (eg, design error, substandard quality control, inadequate testing)</li> <li>i. professional liability (eg, wrong advice, negligence, design error)</li> <li>j. property damage (eg, fire, water damage, earthquakes, contamination, human error)</li> <li>k. public liability (eg, public access, egress and safety)</li> <li>l. security (eg, cash arrangements, vandalism, theft, misappropriation of information, illegal entry)</li> <li>m. technology (eg, obsolescence, advances and failure)</li> </ul>
3. Documentation	<p>reasons for:</p> <ul style="list-style-type: none"> <li>a. to demonstrate the process is conducted properly</li> <li>b. to provide a record of risks</li> <li>c. to provide the relevant decisions makers with a risk management plan for approval and subsequent implementation</li> <li>d. to provide an accountability mechanism and tool</li> <li>e. to facilitate continuing monitoring and review</li> <li>f. to provide an audit trail</li> <li>g. to share and communicate information</li> </ul> <p>includes:</p> <ul style="list-style-type: none"> <li>a. objectives</li> <li>b. information sources</li> <li>c. assumptions</li> <li>d. decisions</li> <li>e. responsibilities</li> </ul>
4. Elements which impair the organisation's ability to manage risk	<ul style="list-style-type: none"> <li>a. inadequate resources</li> <li>b. inappropriate organisational culture</li> <li>c. inadequate education and awareness</li> </ul>



<b>5. Elements which support the organisations ability to manage risk</b>	<ul style="list-style-type: none"> <li>a. legislative authority</li> <li>b. emergency management capability</li> <li>c. education and awareness</li> </ul>
<b>6. Monitoring and audit documents should document</b>	<ul style="list-style-type: none"> <li>a. details of the mechanism and frequency of review of risks and the risk management process as a whole</li> <li>b. the outcomes of audits and other monitoring procedures</li> <li>c. details of how review recommendations are followed up and implemented</li> </ul>
<b>7. Range of areas</b>	<ul style="list-style-type: none"> <li>a. products/services</li> <li>b. financial</li> <li>c. health</li> <li>d. safety</li> <li>e. security</li> <li>f. environmental</li> <li>g. property</li> <li>h. public liability</li> <li>i. professional indemnity</li> </ul>
<b>8. Reduce or control consequences</b>	<ul style="list-style-type: none"> <li>a. contingency planning, contractual arrangements</li> <li>b. contract conditions</li> <li>c. design features</li> <li>d. disaster recovery plans</li> <li>e. engineering and structural barriers</li> <li>f. fraud control planning</li> <li>g. minimising exposure to source of risk</li> <li>h. portfolio planning</li> <li>i. pricing policy and controls</li> <li>j. separation or relocation of an activity and resources</li> <li>k. public relations</li> <li>l. ex gratia payments</li> </ul>
<b>9. Reduce or control likelihood</b>	<ul style="list-style-type: none"> <li>a. audit and compliance programs</li> <li>b. contract conditions</li> <li>c. formal reviews of requirements</li> <li>d. specifications, design, engineering and operations</li> <li>e. inspection and process controls</li> <li>f. investment and portfolio management</li> <li>g. project management</li> <li>h. preventative maintenance</li> <li>i. quality assurance, management and standards</li> <li>j. research and development, technological development</li> <li>k. structured training and other programs</li> <li>l. supervision</li> <li>m. testing</li> <li>n. organisational arrangements</li> <li>o. technical controls</li> </ul>
<b>10. Risk analysis</b>	<ul style="list-style-type: none"> <li>a. support equipment</li> <li>b. personnel safety</li> <li>c. environmental impact</li> <li>d. processes</li> </ul>
<b>11. Risk management responsibilities</b>	<ul style="list-style-type: none"> <li>a. who has responsibility for implementation of the plan</li> <li>b. what sources are to be utilised</li> <li>c. budget allocation</li> <li>d. timetable for implementation</li> <li>e. details of the mechanism and frequency of review of compliance with treatment plan</li> <li>f. documentation requirements</li> <li>g. monitoring and review of the treatment plan and procedures</li> </ul>

	<ul style="list-style-type: none"> <li>h. procedures/process/criteria for risk analysis</li> <li>i. tolerability of the risks</li> <li>j. procedures/process/criteria for risk treatment</li> <li>k. responsibility and procedures for investigation of accidents/incidents</li> </ul>
<b>12. Risk register</b>	<ul style="list-style-type: none"> <li>a. source</li> <li>b. nature</li> <li>c. existing controls</li> <li>d. likelihood and consequences</li> <li>e. initial rating</li> <li>f. vulnerability to external/internal factors</li> </ul>
<b>13. Sources of risk</b>	<ul style="list-style-type: none"> <li>a. commercial and legal relationships between the organisation and other organisations (eg, suppliers, subcontractors, lessees)</li> <li>b. economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances (eg, exchange rates)</li> <li>c. human behaviour of both those involved and those not involved in the organisation</li> <li>d. natural events</li> <li>e. political circumstances including legislative changes and factors which may influence other sources of risk</li> <li>f. technology and technical issues both internal and external to the organisation</li> <li>g. management activities and controls</li> <li>h. individual activities</li> </ul>

## Evidence Guide

**CONDUCT A RISK AUDIT AND DEVELOP A RISK MANAGEMENT POLICY**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of all facets of risk analysis in order to conduct a comprehensive risk audit of an organisation</p> <p>b. Assessment must confirm the ability to apply knowledge of an organisation's structure, function and risk liabilities to develop a risk management policy suitable for implementation</p> <p>c. Assessment of performance should be over a period of time covering all categories of each range of variable statement that are applicable in the learners environment</p> <p>d. In particular, assessment must confirm the ability to:</p> <p>d.1 conduct an audit and accurately identify all possible sources of risk impacting upon the organisation</p> <p>d.2 identify the organisation's ability to reduce or control the likelihood of an event or situation occurring, and its ability to reduce or control the consequences</p> <p>d.3 develop a policy that meets the organisation's needs and is consistent with its context, objectives, legislation and industry practice</p> <p>d.4 effectively communicate the policy to relevant personnel within the organisation</p> <p>d.5 monitor the implementation of the risk management policy within the organisation</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following units(s):</p> <p>a.1 SRX OHS 003A Establish, maintain and evaluate Occupational Health and Safety system in order to ensure that the workplace is, as far as is practicable, safe and without risks to the health of employees and clients</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Legislative and regulative arrangements relevant to risk management</p> <p>a.2 Emergency management concepts and principles</p> <p>a.3 Risk management methodology</p> <p>a.4 Australian/New Zealand risk management standard 4360: 1995</p> <p>a.5 Risk analysis methodology</p> <p>a.6 Organisation's policies, procedures and business plan</p> <p>a.7 Relevant personnel and the hierarchy within the organisation</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving and decision making</p> <p>b.2 Risk analysis</p> <p>b.3 Evaluation and prioritisation of risk</p> <p>b.4 Research skills to determine sources of risk</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to organisational records and a real work environment</p>

	b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment.</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios.</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes.</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.</p>

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

**TECHNOLOGY**

**TEC**

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## SRX TEC 001A      OPERATE A COMPUTER TO GAIN ACCESS TO AND RETRIEVE DATA USING KEYBOARD SKILLS

TEC

Technology

**DESCRIPTION: This Unit covers using keyboard skills and standard software to open, edit, save and close a file on a computer.**

ELEMENT	PERFORMANCE CRITERIA
1. Open file	<ul style="list-style-type: none"> <li>a. Computer <b>equipment</b> is turned on in accordance with manufacturer's <b>instructions</b> to eliminate the risk of equipment malfunction</li> <li>b. Keyboard/mouse is operated within the designated speed and <b>accuracy requirements</b></li> <li>c. Appropriate <b>software</b> is selected from the menu</li> <li>d. File is correctly identified and opened</li> <li>e. Occupational Health &amp; Safety guidelines relating to screen based <b>equipment</b> and <b>ergonomic workstations</b> are observed</li> </ul>
2. Retrieve data	a. Data to be retrieved is located within the file
3. Print data	a. Copy of the data is printed as required
4. Close file	a. File is saved and closed
5. Shutdown equipment	<ul style="list-style-type: none"> <li>a. Program/system is exited by following screen prompts in order to preserve the data</li> <li>b. Disks/data are filed and stored in accordance with <b>organisation's policies and procedures</b></li> <li>c. Hardware is stored in accordance with designated instructions</li> </ul>

## Range of Variables

## OPERATE A COMPUTER TO GAIN ACCESS TO AND RETRIEVE DATA USING KEYBOARD SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Equipment used	<ul style="list-style-type: none"> <li>a. computers</li> <li>b. printers</li> </ul>
2. Ergonomic workstation	<ul style="list-style-type: none"> <li>a. chair</li> <li>b. desk</li> <li>c. computer equipment</li> <li>d. lighting</li> </ul>
3. Hardware	<ul style="list-style-type: none"> <li>a. CPU</li> <li>b. VDU</li> <li>c. keyboard</li> <li>d. mouse</li> <li>e. printer</li> </ul>
4. Instructions	<ul style="list-style-type: none"> <li>a. manufacturer's guidelines</li> <li>b. procedures manual</li> <li>c. training notes</li> </ul>
5. Keyboard accuracy requirements	<ul style="list-style-type: none"> <li>a. designated by recreation industry of approximately 100 words of continuous text with no more than 5 errors</li> </ul>
6. Keyboard skills	<ul style="list-style-type: none"> <li>a. operating a mouse</li> <li>b. keyboard entry</li> </ul>
7. Organisation's policies and procedures	<ul style="list-style-type: none"> <li>a. typing speed</li> <li>b. typing accuracy</li> <li>c. network protocols</li> </ul>
8. Software packages	<ul style="list-style-type: none"> <li>a. word processing</li> <li>b. spreadsheet</li> <li>c. database</li> <li>d. fax</li> <li>e. email</li> </ul>



## Evidence Guide

## OPERATE A COMPUTER TO GAIN ACCESS TO AND RETRIEVE DATA USING KEYBOARD SKILLS

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of the operation of computers to access data in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment</li> <li>c. In particular, assessment must confirm the ability to:               <ul style="list-style-type: none"> <li>c.1 Understand the various functions of office equipment and when to use them</li> <li>c.2 Demonstrate that equipment is operated correctly</li> <li>c.3 Investigate faulty equipment and fix or report if necessary</li> <li>c.4 Operate computer equipment correctly, ie, according to operations manuals and organisation requirements</li> <li>c.5 Perform with speed and accuracy to organisation standards: this may be the standard outlined in Standards Australia AS 2708 – 1991 typing speed or AS 3549 – 1989 typing accuracy</li> <li>c.6 Retrieve and print necessary data as required within designated timelines</li> <li>c.7 Store disks in accordance with organisation procedures</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):               <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):               <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 SRX ADM 004A Operate a range of office equipment to complete routine tasks</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge               <ul style="list-style-type: none"> <li>a.1 Organisation's policies and procedures in relation to the storage of data</li> <li>a.2 Organisation's policies and procedures in relation to the reporting and maintenance of faulty equipment</li> <li>a.3 Organisation's software applications</li> <li>a.4 Occupational Health and Safety legislation pertaining to application within the workplace, particularly in relation to ergonomic equipment</li> <li>a.5 Relevant copyright legislation in relation to the reproduction of documents</li> </ul> </li> <li>b. Underpinning skills               <ul style="list-style-type: none"> <li>b.1 Typing speed and accuracy skills to produce documents within designated timelines and according to organisation quality requirements</li> <li>b.2 Referral skills to report equipment malfunctions</li> <li>b.3 Computer literacy skills to access and retrieve data</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this unit of competency requires access to computer hardware and software in a real or simulated work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>

<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

<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

SRX TEC 002A

**OPERATE A COMPUTER AND PRINTER TO  
PRODUCE AND PRINT SIMPLE DOCUMENTS**

TEC

Technology

**DESCRIPTION: This Unit covers using a computer to create new files, documents and to print documents. The unit also covers setting a printer to suit document requirements, and carrying out routine and preventative maintenance.**

ELEMENT	PERFORMANCE CRITERIA
1. Create file	<ul style="list-style-type: none"> <li>a. Computer <b>equipment</b> is turned on in accordance with the manufacturer's <b>instructions</b></li> <li>b. New disk is formatted using correct procedure if necessary</li> <li>c. Appropriate <b>software</b> is loaded or selected from the menu</li> <li>d. New file is opened and named</li> </ul>
2. Produce document from written test using standard format	<ul style="list-style-type: none"> <li>a. Keyboard/mouse is operated within the designated speed and <b>accuracy requirements</b></li> <li>b. <b>Document</b> produced is an accurate reflection of the written notes provided</li> <li>c. <b>Document</b> is produced in required style and format</li> <li>d. <b>Document</b> is produced within designated timelines</li> <li>e. <b>Document</b> is saved regularly to avoid loss of data</li> <li>f. <b>References and instruction manuals</b> are used if required</li> <li>g. Occupational Health &amp; Safety guidelines relating to screen based equipment and <b>ergonomic workstations</b> are observed</li> </ul>
3. Edit information	<ul style="list-style-type: none"> <li>a. Data to be edited is identified</li> <li>b. Data is entered, changed or deleted using the appropriate <b>standard software function</b> and keyboard or mouse</li> <li>c. <b>Document</b> is saved regularly to avoid loss of data</li> <li>d. Edited information is checked against original for accuracy and contents</li> <li>e. Spelling and grammar is checked</li> <li>f. Draft <b>document</b> is proofread and edit of data is made prior to final printout</li> </ul>
4. Set printer for document requirements	<ul style="list-style-type: none"> <li>a. Printer is initialised according to specifications</li> <li>b. Complexity, layout and style of <b>documents</b> are consistent with printer capacity</li> <li>c. Printer options are set up to accept the <b>software</b> and functions being used</li> <li>d. Printer options are set for specific <b>document requirements</b> including appropriate paper size, type and orientation, styles and fonts</li> </ul>
5. Print document	<ul style="list-style-type: none"> <li>a. Print preview option is used to check <b>document</b> for format and layout</li> <li>b. <b>Document</b> is printed as required</li> <li>c. Appropriate stationery is loaded into the printer</li> <li>d. Printer stationery defaults are altered to suit <b>document</b> if necessary, ie, labels, envelopes</li> </ul>
6. Maintain printer	<ul style="list-style-type: none"> <li>a. Cleaning and minor <b>printer maintenance</b> functions are performed in accordance with manufacturer's <b>instructions</b></li> <li>b. Printer faults are reported to the appropriate person for rectification</li> </ul>

**7. Save, exit and shutdown**

- a. Files are saved, closed and programs exited in accordance with screen prompts and specified procedures
- b. Disks/data are filed and stored in accordance with the ***organisation's policies and procedures***
- c. ***Hardware*** is stored in accordance with the ***organisation's policies and procedures***
- d. Back up files are made in accordance with specified procedures if required

## Range of Variables

## OPERATE A COMPUTER AND PRINTER TO PRODUCE AND PRINT SIMPLE DOCUMENTS

VARIABLE STATEMENT	CATEGORIES
1. Document requirements	<ul style="list-style-type: none"> <li>a. printing labels</li> <li>b. printing envelopes</li> <li>c. specialised stationery               <ul style="list-style-type: none"> <li>c.1 invoices</li> </ul> </li> </ul>
2. Equipment used	<ul style="list-style-type: none"> <li>a. computers</li> <li>b. printers</li> </ul>
3. Ergonomic workstation	<ul style="list-style-type: none"> <li>a. chair</li> <li>b. desk</li> <li>c. computer equipment</li> <li>d. lighting</li> </ul>
4. Hardware	<ul style="list-style-type: none"> <li>a. Central Processing Unit</li> <li>b. Visual Display Unit</li> <li>c. keyboard</li> <li>d. mouse</li> <li>e. printer</li> </ul>
5. Instructions	<ul style="list-style-type: none"> <li>a. manufacturer's guidelines</li> <li>b. procedures manuals</li> <li>c. training notes</li> </ul>
6. Keyboard accuracy requirements	<ul style="list-style-type: none"> <li>a. designated by recreation industry of approximately 100 words of continuous text with no more than 5 errors</li> </ul>
7. Organisation's policies and procedures	<ul style="list-style-type: none"> <li>a. organisation standard document requirements</li> <li>b. back up procedures</li> <li>c. typing speed and accuracy</li> <li>d. network protocols</li> </ul>
8. Printer maintenance/ replacement of parts	<ul style="list-style-type: none"> <li>a. toner</li> <li>b. clearing printer jams</li> </ul>
9. References and instruction manuals	<ul style="list-style-type: none"> <li>a. manufacturer's guidelines</li> <li>b. procedures manual</li> <li>c. training notes</li> <li>d. on-line help</li> </ul>
10. Set up different printers for different functions	<ul style="list-style-type: none"> <li>a. continuous feed printer</li> <li>b. printer shared on a network</li> <li>c. printer connected to a personal computer</li> </ul>
11. Simple documents	<ul style="list-style-type: none"> <li>a. memos</li> <li>b. tables</li> <li>c. faxes</li> <li>d. email</li> </ul>

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	<ul style="list-style-type: none"><li>e. standard letters</li><li>f. invoices</li><li>g. standard reports</li><li>h. labels</li></ul>
<b>12. Software packages</b>	<ul style="list-style-type: none"><li>a. databases</li><li>b. spreadsheets</li><li>c. word processing</li><li>d. email</li><li>e. fax</li></ul>
<b>13. Standard software functions</b>	<ul style="list-style-type: none"><li>a. open files</li><li>b. close files</li><li>c. save files</li><li>d. edit files</li><li>e. copy data/files</li><li>f. move data/files</li></ul>

Evidence Guide

**OPERATE A COMPUTER AND PRINTER TO PRODUCE AND PRINT SIMPLE DOCUMENTS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of operating a computer to produce and print simple documents in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm ability to             <ul style="list-style-type: none"> <li>c.1 Demonstrate an understanding of various applications of software</li> <li>c.2 Perform with speed and accuracy to organisation standards: this may be the standard outlined in Standards Australia AS 2708 – 1991 typing speed or AS 3549 – 1989 typing accuracy</li> <li>c.3 Produce an accurate final document in the appropriate/required format within designated timelines using the appropriate software application</li> <li>c.4 Operate a printer correctly</li> <li>c.5 Check that the printer defaults are set according to organisation requirements</li> <li>c.6 Identify printer faults and ensure they are rectified within the required organisation timelines</li> <li>c.7 Minimise wastage of paper with the impact on the environment underpinning office administration procedures</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 SRX TEC 001A Operate a computer to gain access to and retrieve data using keyboard skills</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 SRX COM 002A Receive and pass on information to facilitate effective routine communication</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Organisation's policies and procedures in relation to the storage and backup of data</li> <li>a.2 Organisation's software applications</li> <li>a.3 Organisation requirements for format and presentation such as a style guide</li> <li>a.4 Computer equipment manufacturer guidelines as detailed in standard operating procedures</li> <li>a.5 Printer specifications</li> <li>a.6 Occupational Health and Safety legislation pertaining to application in the workplace, particularly in relation to ergonomic equipment</li> <li>a.7 Relevant copyright legislation in relation to the reproduction of documents</li> </ul> </li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Typing speed and accuracy skills to produce a document within a given timeframe</li> <li>b.2 Proofreading skills to ensure accuracy in documents</li> <li>b.3 Referral skills to ensure appropriate action is taken in regard to</li> </ul> </li> </ul>

	<p>faulty equipment</p> <p>b.4 Computer literacy skills to produce a simple document</p> <p>b.5 Literacy skills in relation to proof reading of document</p>
<b>4. Resource implications</b>	<p>a. Assessment of this unit of competency requires access to computer hardware and software in a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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



## SRX TEC 003A DESIGN, DEVELOP AND PRODUCE DOCUMENTS, REPORTS AND WORKSHEETS USING ADVANCED FUNCTIONS

TEC

Technology

**DESCRIPTION: This Unit covers using either a range of advanced functions within at least one software package, or integrating functions from at least two software packages to produce complex documents.**

ELEMENT	PERFORMANCE CRITERIA
1. Identify document requirements	<ul style="list-style-type: none"> <li>a. Organisation requirements for information entry, storage, output and quality of presentation are identified from the appropriate person</li> <li>b. Enhancements to document production processes are identified</li> </ul>
2. Establish document design and structure	<ul style="list-style-type: none"> <li>a. Requirements of the task are identified</li> <li>b. <b>Software</b> and <b>hardware</b> appropriate to the task is selected</li> <li>c. Document design and structure is suitable for the efficient entry of information provided</li> <li>d. Document design maximises the appearance and presentation of the document</li> <li>e. The range of <b>advanced functions</b> incorporated into the document design reflects the nominated requirements of the organisation</li> </ul>
3. Develop template or macros for document design	<ul style="list-style-type: none"> <li>a. Templates and macros are developed and used to ensure consistency of design and layout</li> <li>b. Amendments to templates and macros are made as required</li> </ul>
4. Produce documents	<ul style="list-style-type: none"> <li>a. Data is entered and edited accurately</li> <li>b. A range of <b>advanced functions</b> are used to ensure the accurate completion of the task within the designated timelines</li> <li>c. <b>Instructions</b> are used if required</li> <li>d. Information from other computer files and/or printed documents is inserted as required</li> <li>e. <b>Documents</b> are checked for spelling, grammar and numeric data</li> <li>f. <b>Documents</b> are proofread for accuracy of contents</li> <li>g. <b>Documents</b> are proofread for consistency of layout and style</li> <li>h. Modifications are made to meet required specifications</li> <li>i. <b>Documents</b> are presented to the appropriate person/section for approval prior to completion and/or final printing where necessary</li> <li>j. <b>Documents</b> are printed as required</li> <li>k. Occupational Health and Safety guidelines relating to screen based equipment and <b>ergonomic workstations</b> are observed</li> </ul>
5. Save file and exit system	<ul style="list-style-type: none"> <li>a. <b>Document</b> is saved and stored in appropriate directory or folder</li> <li>b. File is closed and applications programs are exited without loss of data</li> <li>c. Back up copies of files are made in accordance with the <b>organisation's policies and procedures</b> if required</li> <li>d. Disk/data are filed and stored in accordance with the <b>organisation's policies and procedures</b></li> <li>e. Computer <b>hardware</b> is shut down in accordance with procedures</li> </ul>

## Range of Variables

## DESIGN, DEVELOP AND PRODUCE DOCUMENTS, REPORTS AND WORKSHEETS USING ADVANCED FUNCTIONS

VARIABLE STATEMENT	CATEGORIES
<b>1. Advanced functions</b>	<ul style="list-style-type: none"> <li>a. templates</li> <li>b. macros</li> <li>c. autotext</li> <li>d. glossaries</li> <li>e. table of contents</li> <li>f. index</li> <li>g. formatting</li> <li>h. integrating</li> <li>i. importing graphs, graphics, sections, margins, charts, tables</li> <li>j. scanner/colour printer</li> </ul>
<b>2. Document</b>	<ul style="list-style-type: none"> <li>a. memos</li> <li>b. tables</li> <li>c. faxes</li> <li>d. email</li> <li>e. standard letters</li> <li>f. invoices</li> <li>g. complex reports</li> <li>h. labels</li> <li>i. spreadsheet</li> <li>j. database</li> </ul>
<b>3. Hardware</b>	<ul style="list-style-type: none"> <li>a. Central Processing Unit</li> <li>b. Visual Display Unit</li> <li>c. keyboard</li> <li>d. mouse</li> <li>e. printer</li> </ul>
<b>4. Instructions</b>	<ul style="list-style-type: none"> <li>a. manufacturer's guidelines</li> <li>b. procedures manual</li> <li>c. software documentation</li> <li>d. training notes</li> <li>e. on-line help</li> </ul>
<b>5. Organisation 's policies and procedures</b>	<ul style="list-style-type: none"> <li>a. organisation standard document requirements</li> <li>b. backup procedures</li> <li>c. file maintenance</li> </ul>
<b>6. Software packages</b>	<ul style="list-style-type: none"> <li>a. word processing</li> <li>b. database</li> <li>c. spreadsheet</li> <li>d. page layout software</li> <li>e. graphics</li> </ul>

## Evidence Guide

**DESIGN, DEVELOP AND PRODUCE DOCUMENTS, REPORTS AND WORKSHEETS USING ADVANCED FUNCTIONS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the operation of computers to design, develop and produce complex documents using advanced functions in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Understand and clarify document requirements</p> <p>c.2 Appropriately layout the document for the data</p> <p>c.3 Set defaults correctly</p> <p>c.4 Enhance documents, reports and worksheets</p> <p>c.5 Import disks/files from other software packages into existing document</p> <p>c.6 Perform with speed and accuracy to organisation standards: this may be the standard outlined in Standards Australia AS 2708 – 1991 typing speed or AS 3549 – 1989 typing accuracy</p> <p>c.7 Proofread documents to ensure final document is correct</p> <p>c.8 Save and backup data according to organisation requirements</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX TEC 002A Operate a computer and printer to produce and print simple documents</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX COM 003A Collect and provide information to facilitate communication flow</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's policies and procedures in relation to the storage and backup of data</p> <p>a.2 Organisation's software applications</p> <p>a.3 Advanced functions of software applications</p> <p>a.4 Organisation requirements for the format and presentation of documents such as a style guide</p> <p>a.5 Occupational Health and Safety legislation pertaining to application in the workplace, particularly in relation to ergonomic equipment</p> <p>a.6 Relevant copyright legislation in relation to the reproduction of documents</p> <p>b. Underpinning skills</p> <p>b.1 Typing speed and accuracy skills to produce documents within designated timelines and according to organisation quality requirements</p> <p>b.2 Proofreading skills to ensure accuracy in documents</p> <p>b.3 Design skills to produce a functional document</p> <p>b.4 Advanced software function skills to develop templates and macros</p> <p>b.5 Computer literacy skills in relation to using advanced functions to produce documents</p> <p>b.6 Literacy skills in relation to the presentation of information</p>

<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this unit of competency requires access to computer hardware and software in a real or simulated work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	2

## SRX TEC 004A ASSIST WITH ANALYSIS AND USE OF EMERGING TECHNOLOGY

TEC

Technology

**DESCRIPTION: 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
1. Liaise with vendors, training providers and industry to determine technology to assist the organisation	<ul style="list-style-type: none"> <li>a. Determine <i>information sources</i></li> <li>b. Determine vendors as per <i>predetermined criteria</i>, if appropriate</li> <li>c. Document information on <i>technology</i> according to its suitability to organisational requirements and continually update it</li> </ul>
2. Prepare and present reports as required by management	<ul style="list-style-type: none"> <li>a. Future requirements are obtained from management and colleagues</li> <li>b. New technologies are identified which can assist the organisation meet its goals</li> <li>c. Installation requirements are determined</li> <li>d. Plan for strategic implementation of new <i>technology</i>, if appropriate</li> <li>e. Prepare report in line with budget, time frame and organisational limitations</li> <li>f. Present reports to supervisor/management with recommendations made about the application of new technologies</li> </ul>
3. Apply new and advanced functions of upgraded technology to solve organisational problems	<ul style="list-style-type: none"> <li>a. Apply existing knowledge and techniques to explore new <i>technology</i></li> <li>b. Assist in the implementation and use of new <i>technology</i> acquired by the organisation with minimum disruption to the workplace</li> <li>c. Training is undertaken to ensure knowledge and skills in new technologies</li> <li>d. Use specialised features of upgraded <i>technology</i> to solve organisational problems</li> <li>e. New <i>technology</i> knowledge and skills are applied in the workplace</li> </ul>

## Range of Variables

**ASSIST WITH ANALYSIS AND USE OF EMERGING TECHNOLOGY**

VARIABLE STATEMENT	CATEGORIES
1. Information sources	<ul style="list-style-type: none"> <li>a. vendors</li> <li>b. trade magazines</li> <li>c. electronic media and communications</li> <li>d. liaising with expert users in other areas of the organisation</li> <li>e. product demonstrations</li> <li>f. industry trade fairs and conferences</li> </ul>
2. Organisation variables	<ul style="list-style-type: none"> <li>may include</li> <li>a. security procedures</li> <li>b. contracting arrangements related to purchasing</li> <li>c. budgeting and strategic plans</li> <li>d. timelines and budgetary constraints</li> </ul>
3. Predetermined criteria	<ul style="list-style-type: none"> <li>may include</li> <li>a. cost</li> <li>b. availability</li> <li>c. quality</li> <li>d. client service</li> <li>e. warranties/guarantees</li> <li>f. backup support</li> </ul>
4. Technology	<ul style="list-style-type: none"> <li>a. computer operating systems</li> <li>b. software</li> <li>c. hardware</li> <li>d. processes</li> <li>e. tools</li> <li>f. materials</li> <li>g. techniques</li> <li>h. products</li> <li>i. services</li> </ul>

Evidence Guide

**ASSIST WITH ANALYSIS AND USE OF EMERGING TECHNOLOGY**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of the analysis and advanced use of emerging technology in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify and appraise information sources on technology</p> <p>c.2 Select vendors based on predetermined criteria, if appropriate</p> <p>c.3 Plan for strategic implementation of new technology</p> <p>c.4 Report to management findings of research</p> <p>c.5 Assist with implementation of new and upgraded technology with minimal disruption</p> <p>c.6 Identify training needs to support implementation of new/upgraded technology</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX TEC 003A Design, develop and produce documents, reports and worksheets using advanced functions</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX COM 004A Source and present information in response to requests</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Current industry and technology information sources</p> <p>a.2 Industry networks</p> <p>a.3 Current trends and directions in technology</p> <p>a.4 Key individuals and organisations within industry</p> <p>a.5 Organisation strategic direction</p> <p>a.6 Understanding systems, organisational and technical</p> <p>a.7 Operating systems features and functions</p> <p>a.8 Software features and functions</p> <p>b. Underpinning skills</p> <p>b.1 Questioning and active listening to elicit information and clarify meaning</p> <p>b.2 Communication skills to convey complex and abstract concepts and information</p> <p>b.3 Client service for internal and external interaction</p> <p>b.4 Problem solving skills to solve problems in a range of contexts</p> <p>b.5 Decision making involving discretion and judgement</p> <p>b.6 Research skills to investigate new and emerging technology</p> <p>b.7 Presentation skills to report to management and colleagues</p> <p>b.8 Evaluation and reports writing skills involving analysis</p> <p>b.9 Literacy skills in regard to interpretation of technical manuals</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to the organisation's strategic plan and information on technology in a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

<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	2	1	3	3



## SRX TEC 005A

## ASSIST IN THE MAINTENANCE OF A COMPUTER SYSTEM

ADM

General administration

**DESCRIPTION:** This unit relates to maintaining a computer system by installing software, connecting hardware peripherals and carrying out preventative maintenance. This unit is based on unit BSA TEC402A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. Install hardware and software	<ul style="list-style-type: none"> <li>a. Hardware <i>peripherals</i> are connected to computer</li> <li>b. Computer is configured to use new <i>peripherals</i> using <i>the operating system</i></li> <li>c. Software applications are installed on computer system and are tested to ensure they are working correctly</li> <li>d. Installation and configuration of software meets organisation requirements</li> </ul>
2. Carry out preventative maintenance of computer equipment	<ul style="list-style-type: none"> <li>a. Disk drives and peripherals are maintained according to manufacturer and organisation requirements</li> <li>b. Consumables are replaced and supplies maintained</li> <li>c. Peripherals are maintained and stored in accordance with manufacturer's guidelines</li> </ul>

## Range of Variables

**ASSIST IN THE MAINTENANCE OF A COMPUTER SYSTEM**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Equipment used</b>	<ul style="list-style-type: none"> <li>a. hardware (computer and peripherals)</li> <li>b. applications software</li> <li>c. operating system</li> </ul>
<b>2. Organisation's policies and procedures</b>	<ul style="list-style-type: none"> <li>a. backup procedures</li> <li>b. virus/scanning protection</li> <li>c. Internet access/use</li> <li>d. maintenance agreements</li> </ul>
<b>3. Operating system</b>	<ul style="list-style-type: none"> <li>a. Disk Operating System</li> <li>b. windows</li> <li>c. main frame</li> <li>d. and/or manufacturer supplied driver software</li> <li>e. Macintosh</li> </ul>
<b>4. Instructions</b>	<ul style="list-style-type: none"> <li>a. manufacturer's guidelines</li> <li>b. procedures manual</li> <li>c. training notes</li> </ul>
<b>5. Peripherals</b>	<ul style="list-style-type: none"> <li>a. monitor</li> <li>b. printer</li> <li>c. network connections</li> <li>d. mouse</li> <li>e. keyboard</li> <li>f. data storage devices</li> <li>g. modem</li> <li>h. speakers/sound cards</li> <li>i. scanner</li> <li>j. video/graphics card</li> </ul>
<b>6. Relevant legislation</b>	<ul style="list-style-type: none"> <li>a. copyright</li> <li>b. licensing requirements</li> <li>c. Occupational Health and Safety</li> <li>d. privacy</li> </ul>
<b>7. Storage media</b>	<ul style="list-style-type: none"> <li>a. hard disk</li> <li>b. floppy disk</li> <li>c. tape</li> <li>d. CD ROM</li> <li>e. zip and other high capacity disk systems</li> </ul>

## Evidence Guide

**ASSIST IN THE MAINTENANCE OF A COMPUTER SYSTEM**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of assisting in the maintenance of a computer system in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Ensure that hardware and software is correctly installed</p> <p>c.2 Ensure that hardware and software is maintained so that it remains operational</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX TEC 006A Customise and maintain software</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's policy and procedures for the purchasing of new technology</p> <p>a.2 Organisation's policy and procedures for the security and storage of computer consumables and peripherals</p> <p>b. Underpinning skills</p> <p>b.1 Use of technology in order to install computer hardware and software</p> <p>b.2 Referral skills to identify to whom to refer difficulties</p> <p>b.3 Research skills to seek information on the correct procedures for installing computer software and peripherals</p> <p>b.4 Problem solving skills to identify the best course of action if a problem arises during the installation of a computer software package or peripheral</p> <p>b.5 Literacy skills to clarify information in regard to the maintenance and monitoring of a computer system</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this unit of competency requires access to computers, printers, software and hardware in a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning</p>

- on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	-	2	-	1	2	2

**SRX TEC 006A      CUSTOMISE AND MAINTAIN SOFTWARE**

ADM

General administration

**DESCRIPTION: This unit covers maximising the performance of software and automating frequently used features to meet the needs of the organisation. This unit is based on unit BSA TEC 404A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Maintain effective performance of hardware and software</b>	a. Ensure hardware has sufficient capacity and performance to optimise software performance b. Ensure the operating system <b>optimises</b> the performance of the hardware and software to meet organisation and user requirements c. Use <b>application software</b> to maximise the efficiency of document production
2. <b>Customise software to maximise performance in producing complex documents</b>	a. Organisation's requirements for complex documents are established b. Software is <b>customised</b> to meet organisation needs and user needs
3. <b>Maintain customised software</b>	a. Customised options such as preference settings, templates and macros are checked and updated at <b>nominated intervals</b> b. <b>Integrity of customised options</b> is maintained when software is upgraded or reinstalled c. Problems in customising are referred to the <b>nominated person</b> for resolution

## Range of Variables

**CUSTOMISE AND MAINTAIN SOFTWARE**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Application software/examples</b>	<ul style="list-style-type: none"> <li>a. word processing               <ul style="list-style-type: none"> <li>a.1 Word</li> <li>a.2 Word Perfect</li> </ul> </li> <li>b. database               <ul style="list-style-type: none"> <li>b.1 Access</li> <li>b.2 Lotus Notes</li> </ul> </li> <li>c. spreadsheets               <ul style="list-style-type: none"> <li>c.1 Lotus 123</li> <li>c.2 Excel</li> </ul> </li> <li>d. page layout software</li> <li>e. project management software</li> <li>f. roster/scheduling software               <ul style="list-style-type: none"> <li>f.1 Scheduler</li> </ul> </li> <li>g. financial software               <ul style="list-style-type: none"> <li>g.1 MYOB</li> </ul> </li> <li>h. Internet/e-mail</li> <li>i. facsimile               <ul style="list-style-type: none"> <li>i.1 WinfaxPro</li> </ul> </li> </ul>
<b>2. Customised</b>	<ul style="list-style-type: none"> <li>a. relevant templates created</li> <li>b. relevant macros created for convenience of users</li> <li>c. relevant auto text created for convenience of users</li> <li>d. relevant directories/address books established for convenience of users</li> <li>e. organisational preference settings created for convenience of users</li> </ul>
<b>3. Integrity of customised options</b>	<ul style="list-style-type: none"> <li>a. ensure all customised options are checked and are still correct</li> </ul>
<b>4. Nominated intervals</b>	<ul style="list-style-type: none"> <li>a. organisation's policy and procedures for the review of customised options</li> </ul>
<b>5. Nominated person</b>	<ul style="list-style-type: none"> <li>a. supervisor</li> <li>b. manager</li> <li>c. Information Technology manager</li> <li>d. maintenance provider/contractor</li> </ul>
<b>6. Operating system</b>	<ul style="list-style-type: none"> <li>a. Disk Operating System</li> <li>b. windows</li> <li>c. mainframe</li> </ul>
<b>7. Optimises</b>	<ul style="list-style-type: none"> <li>a. capacity is adequate for the organisation's needs</li> <li>b. system supports required software</li> <li>c. system supports multiple users if required</li> <li>d. future growth/technology</li> </ul>

## Evidence Guide

**CUSTOMISE AND MAINTAIN SOFTWARE**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of customisation and maintenance of software in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Understand organisation needs</p> <p>c.2 Understand software preferences and customising options</p> <p>c.3 Ensure preferences and options meet the needs of users</p> <p>c.4 Maintain preferences and options</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX TEC 005A Assist in the maintenance of a computer system</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's policy and procedures for customisation of software</p> <p>b. Underpinning skills</p> <p>b.1 Use of technology in order to maximise use of software</p> <p>b.2 Referral skills to identify to whom to refer difficulties in the customisation of software</p> <p>b.3 Research skills to seek information on the correct procedures for the customisation of software</p> <p>b.4 Problem solving skills to identify the best course of action if a problem arises during the upgrade or reinstallation of software</p> <p>b.5 Literacy skills to clarify information in regard to the maintenance and monitoring of customised software</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this unit of competency requires access to computers, printers, software and hardware in a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required</p>

- attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	2	-



## SRX TEC 007A

MANAGE THE ESTABLISHMENT AND  
MAINTENANCE OF A WORKGROUP NETWORK

ADM

General administration

**DESCRIPTION:** This unit covers establishing a computer network using the appropriate software, managing the network, responding to problems, assisting network users and providing training. This unit is based on unit BSA TEC 502A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. <b>Manage the establishment of a work group network</b>	<ul style="list-style-type: none"> <li>a. <b>Network requirements</b> are determined with the nominated person/consultant/users</li> <li>b. Any necessary equipment is obtained and installed in accordance with the manufacturer's instructions</li> <li>c. The network is established in a way which maximises efficiency and access for users while maintaining security of information</li> <li>d. Software is installed <b>as required</b> and in line with the manufacturer's instructions</li> </ul>
2. <b>Mange the maintenance of a workgroup network</b>	<ul style="list-style-type: none"> <li>a. Records are established and maintained to ensure control and <b>security</b> of hardware and software stock</li> <li>b. Network problems are responded to and minor faults are rectified promptly</li> <li>c. Major problems are reported and appropriate computer experts called promptly</li> <li>d. Software is <b>filed and stored</b> in accordance with organisation procedures</li> </ul>
3. <b>Assist and train network users</b>	<ul style="list-style-type: none"> <li>a. Training is provided for existing/new staff in using the network</li> <li>b. Network users are assisted to maximise potential of the network</li> <li>c. User skills are examined and feedback is provided</li> </ul>

## Range of Variables

**MANAGE THE ESTABLISHMENT AND MAINTENANCE OF A WORKGROUP NETWORK**

VARIABLE STATEMENT	CATEGORIES
1. Administrative systems	<ul style="list-style-type: none"> <li>a. paper based</li> <li>b. electronic</li> </ul>
2. As required	<ul style="list-style-type: none"> <li>a. new and improved software is researched and obtained</li> <li>b. funds for new software are projected in section's/organisation's budget</li> <li>c. upon request from user and if within organisation's policy, procedures and budget</li> <li>d. when necessary to maintain and lengthen life of system</li> </ul>
3. Filed and stored	<ul style="list-style-type: none"> <li>a. access to hardware, peripherals and software is restricted to authorised persons only</li> <li>b. software programs are stored securely in a locked storeroom</li> <li>c. appropriate records maintained detailing what equipment/hardware/software the organisation owns</li> </ul>
4. Network requirements	<ul style="list-style-type: none"> <li>a. size</li> <li>b. complexity</li> <li>c. applications/software <ul style="list-style-type: none"> <li>c.1 word processing</li> <li>c.2 data base</li> <li>c.3 desk top publishing</li> <li>c.4 Computer Aided Drafting</li> <li>c.5 Internet</li> </ul> </li> <li>d. network</li> <li>e. main frame</li> <li>f. security</li> <li>g. access</li> <li>h. capacity</li> <li>i. maintenance</li> <li>j. cost/budget</li> <li>k. sharing of data</li> <li>l. external user requirements</li> <li>m. compatibility/support of other software</li> <li>n. cabling specifications</li> <li>o. support available</li> <li>p. training required</li> <li>q. equipment</li> </ul>
5. Relevant legislation	<ul style="list-style-type: none"> <li>a. Occupational Health and Safety</li> <li>b. copyright</li> </ul>
6. Security procedures	<ul style="list-style-type: none"> <li>a. paper based or electronic system to record authorised person with access to hardware and software</li> <li>b. ensure compliance with all license requirements</li> <li>c. Personal Computer lockout is installed to minimise vandalism</li> </ul>
7. Work environment	<p>varies with respect to organisation</p> <ul style="list-style-type: none"> <li>a. size</li> <li>b. type</li> <li>c. location</li> <li>d. complexity</li> <li>e. product/service range</li> </ul>

## Evidence Guide

## MANAGE THE ESTABLISHMENT AND MAINTENANCE OF A WORKGROUP NETWORK

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of establishing and maintaining a workgroup network in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Ensure records on the network are secure</li> <li>c.2 Ensure problems with the network are rectified promptly</li> <li>c.3 Ensure network users are trained and are correctly using the network</li> <li>c.4 Ensure the network addresses the needs of the organisation</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 SRX TEC 005A Assist in the maintenance of a computer system</li> <li>a.2 SRX TEC 006A Customise and maintain software</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Organisation's policy and procedures in regard to the purchasing of services, equipment and resources</li> <li>a.2 Organisation's policy and procedures for the security and confidentiality of hardware and software stock</li> <li>a.3 Organisation's policy and procedures for the training of new and existing staff</li> </ul> </li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Use of technology in order to monitor and maintain a workgroup network</li> <li>b.2 Referral skills to identify to whom to refer difficulties in either the hardware or software of the workgroup network</li> <li>b.3 Research skills to seek information on the most appropriate software to suit the organisation's needs</li> <li>b.4 Problem solving skills to identify the best course of action if a difficulty arises in the operation of the workgroup network</li> <li>b.5 Literacy skills to clarify information in regard to the purchase of software and hardware for the workgroup network</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real or simulated work environment with documentation on the various hardware and software products available and their characteristics</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work</li> </ul>

**assessment**

- environment
- b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
  - c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
  - d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

**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	-	2	-

## SRX TEC 008A

MANAGE INFORMATION TECHNOLOGY  
REQUIREMENTS

ADM

General administration

**DESCRIPTION:** 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
1. Determine organisational requirements for information technology	<ul style="list-style-type: none"> <li>a. The <i>efficiency and limitations</i> of the current <i>information technology systems</i> are assessed</li> <li>b. Users of the system are consulted and their requirements are established</li> <li>c. Budgetary limitations are identified</li> </ul>
2. Consider available options	<ul style="list-style-type: none"> <li>a. Consultation is held with an information technology specialist and advice is obtained on <i>options</i> for the development of systems that best meet the needs of the organisation</li> <li>b. Demonstration/testing of product/s is arranged</li> <li>c. A <i>cost benefit analysis</i> is performed on options presented</li> <li>d. The option that best meets the needs of the organisation for the least outlay is chosen</li> </ul>
3. Liaise with suppliers/consultants	<ul style="list-style-type: none"> <li>a. The retail market is monitored and negotiations are conducted</li> <li>b. The pre-determined number of quotes are obtained</li> <li>c. The supplier offering the desired <i>products/services</i> for the least amount of outlay is selected</li> <li>d. Hardware/software is installed at times that will cause the least interface with daily work routines</li> <li>e. Suppliers/consultants are liaised with on an ongoing basis as part of the service agreement</li> </ul>
4. Train system users	<ul style="list-style-type: none"> <li>a. Training requirements are performed in accordance with Workplace Trainer Competency Standards</li> </ul>

## Range of Variables

**MANAGE INFORMATION TECHNOLOGY REQUIREMENTS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Application software</b>	<ul style="list-style-type: none"> <li>a. word processing</li> <li>b. database</li> <li>c. spreadsheets</li> <li>d. page layout software</li> </ul>
2. <b>Cost benefit analysis</b>	<ul style="list-style-type: none"> <li>a. price</li> <li>b. budget limitations</li> <li>c. benefits to the organisations</li> <li>d. increase in productivity</li> <li>e. support available after sales</li> <li>f. upgrade costs</li> <li>g. product quality               <ul style="list-style-type: none"> <li>g.1 stability</li> <li>g.2 site references</li> <li>g.3 speed performance tests</li> </ul> </li> </ul>
3. <b>Efficiency and limitations</b>	<ul style="list-style-type: none"> <li>a. efficiency               <ul style="list-style-type: none"> <li>a.1 system supports multiple users if required</li> <li>a.2 capacity is adequate for the organisation's needs</li> <li>a.3 system supports required software</li> </ul> </li> <li>b. limitations               <ul style="list-style-type: none"> <li>b.1 system does not support multiple users</li> <li>b.2 capacity is not adequate for the organisation's needs</li> <li>b.3 system does not support required software</li> <li>b.4 additional work stations required</li> <li>b.5 growth incurs high cost</li> <li>b.6 slow after sales response</li> <li>b.7 high maintenance costs</li> </ul> </li> </ul>
4. <b>Information systems</b>	<ul style="list-style-type: none"> <li>a. network systems</li> <li>b. modems/Internet</li> <li>c. electronic fax/mail/phone</li> <li>d. documentation</li> <li>e. internal network of data storage               <ul style="list-style-type: none"> <li>e.1 disks</li> <li>e.2 tapes</li> </ul> </li> </ul>
5. <b>Operating system</b>	<ul style="list-style-type: none"> <li>a. Disk Operating System</li> <li>b. windows</li> <li>c. mainframe</li> </ul>
6. <b>Options</b>	<ul style="list-style-type: none"> <li>a. purchase</li> <li>b. lease</li> <li>c. finance</li> <li>d. upgrade program over a period of time</li> <li>e. share with other organisation/s</li> <li>f. sponsorship</li> </ul>
7. <b>Products/services</b>	<ul style="list-style-type: none"> <li>a. which best meets organisation's assessment criteria in               <ul style="list-style-type: none"> <li>a.1 price</li> <li>a.2 after sales service</li> <li>a.3 warranty</li> <li>a.4 maintenance program</li> </ul> </li> </ul>

## Evidence Guide

**MANAGE INFORMATION TECHNOLOGY REQUIREMENTS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. 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</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assess the efficiency and limitations of the current system in consultation with users</p> <p>c.2 Ensure any new equipment, services or resources are purchased at the best possible price and will be adequate to the needs of the organisation</p> <p>c.3 Ensure the installation of the new hardware/software causes minimal disruption to the organisation</p> <p>c.4 Ensure the service agreement is managed and the organisation is serviced adequately by suppliers/consultants</p> <p>c.5 Ensure all users are properly trained to use the new information technology system</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX TEC 004A Assist with analysis and use of emerging technology</p> <p>a.2 SRX TEC 007A Manage the establishment and maintenance of a work group network</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's policy and procedures for the purchase of services, equipment, and resources</p> <p>a.2 Organisation's information technology requirements</p> <p>a.3 Workplace Trainer Competency Standards</p> <p>b. Underpinning skills</p> <p>b.1 Use of technology in order to negotiate with suppliers/consultants on the best option/s to meet the organisation's needs</p> <p>b.2 Referral skills to identify to whom to refer difficulties in the management of the organisation's information technology requirements</p> <p>b.3 Research skills to seek information on the most appropriate option/s</p> <p>b.4 Problem solving skills to identify the best training program for users of the information technology system</p> <p>b.5 Literacy skills to clarify information in regard to the purchasing of new equipment, services and resources for the information technology system</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to a real information technology system and documentation on the various options available</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

<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	1	1	2



# **WORKING IN TEAMS**

**TEM**

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**BSX FMI 502A PROVIDE LEADERSHIP IN THE WORKPLACE**

TEM

Working in teams

**DESCRIPTION: This unit covers the knowledge and skills frontline managers require in their important leadership role in the development of the organisation. This will be most evident in the manner in which they conduct themselves, the initiative that they take in influencing others, and the way they manage their responsibilities.**

ELEMENT	PERFORMANCE CRITERIA
<b>1. Model high standards of management performance</b>	a. Performance meets the organisation's requirements b. Performance serves as a role model for others c. Performance plans are developed and implemented in accordance with the organisation's goals and objectives d. Key performance indicators are developed within the team's /organisation's business plans
<b>2. Enhance the organisation's image</b>	a. The organisation standards and values are used in conducting business b. Standards and values considered to be damaging to the organisation are questioned through established communication channels c. Personal performance contributes to developing an organisation which has integrity and credibility
<b>3. Influence individuals and teams positively</b>	a. Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work b. Individual's/ team's efforts and contributions are encouraged, valued and rewarded c. Ideas and information are clearly and persuasively explained in a way which gains the acceptance and support of colleagues
<b>4. Make informed decisions</b>	a. Information relevant to the issue(s) under consideration is gathered and organised b. Individuals/teams participate actively in the decision making process c. Options are examined and their associated risks assessed to determine preferred course(s) of action d. Decisions are timely and communicated clearly to individuals/teams e. Plans to implement the decisions are prepared and agreed by relevant individuals/teams f. Feedback processes are used effectively to monitor the implementation and impact of the decisions

## Range of Variables

**PROVIDE LEADERSHIP IN THE WORKPLACE**

VARIABLE STATEMENT	CATEGORIES
1. Workplace context	a. Frontline managers will normally be engaged in a workplace context in which they: <ul style="list-style-type: none"> <li>a.1 autonomous, working under broad guidance</li> <li>a.2 may supervise others</li> <li>a.3 may guide teams</li> <li>a.4 may have responsibility for planning and managing the work of others</li> <li>a.5 will be involved in self-directed application of knowledge]</li> <li>a.6 have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions</li> <li>a.7 operate in varied or highly specific contexts</li> <li>a.8 use competencies independently for routine and non-routine purposes</li> <li>a.9 use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints</li> </ul>
2. Organisation's guidelines, policies and procedures	a. goals, objectives, plans, systems and processes b. quality and continuous improvement processes and standards c. business and performance plans d. resources, which may be subject to negotiation e. ethical standards

Evidence Guide

**PROVIDE LEADERSHIP IN THE WORKPLACE**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of effective leadership practices in a work environment</p> <p>b. In particular, assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>b.1 manage effectively in diverse work environments and contexts</li> <li>b.2 achieve planned results</li> <li>b.3 research, acquire and use information appropriate to work responsibility</li> <li>b.4 make decisions within responsibility and authority</li> <li>b.5 explain the organisation's goals, values and objectives</li> <li>b.6 negotiate, establish and monitor Key Performance Indicators for individuals/teams</li> <li>b.7 manage work effectively to achieve goals and results</li> <li>b.8 monitor and introduce practices to improve performance</li> <li>b.9 use modern management techniques in work performance</li> <li>b.10 contribute to the organisation's standards and values</li> <li>b.11 use effective consultative processes</li> <li>b.12 communicate routine and non-routine information clearly to senior managers, peers and subordinates</li> <li>b.13 promote available learning methods to support colleagues' competence</li> <li>b.14 use information management systems</li> <li>b.15 select and use available technology appropriate to the task</li> <li>b.16 use the key competencies to achieve results</li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <ul style="list-style-type: none"> <li>a.1 SRX TEM 005A Lead, manage and develop work teams</li> </ul> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> <li>c.1 Nil</li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <ul style="list-style-type: none"> <li>a.1 Continuous improvement processes to enhance the quality of performance</li> <li>a.2 Simple information management systems</li> <li>a.3 Organisation's standards, values and expectations with respect to personal and professional integrity in business relationships</li> <li>a.4 Establishment and use of key performance indicators</li> <li>a.5 Information management systems</li> </ul> <p>b. Underpinning skills</p> <ul style="list-style-type: none"> <li>b.1 Communication skills to interact with personnel at all levels within the organisation in routine and non-routine situations</li> <li>b.2 Effective decision making skills</li> <li>b.3 Research and analytical skills</li> </ul>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to a work environment with a work team</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<b>5. Consistency in performance</b>	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of objective and feedback from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

<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	2	1	3	2

**BSX FMI 504A****PARTICIPATE IN, LEAD AND FACILITATE WORK TEAMS**

TEM

Working in teams

**DESCRIPTION: This unit covers the knowledge and skills frontline managers require in their key role in leading, participating in, facilitating and empowering work/team groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Participate in team planning</b>	<ul style="list-style-type: none"> <li>a. The team establishes clearly defined purposes, roles, responsibilities and accountabilities within the organisation's goals and objectives</li> <li>b. The team performance plan contributes to the organisation's business plan, policies and practices</li> <li>c. The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies</li> <li>d. The team includes in its plans ways in which it can benefit from the diversity of its membership</li> </ul>
<b>2. Develop team commitment and cooperation</b>	<ul style="list-style-type: none"> <li>a. The team uses open communication processes to obtain and share information</li> <li>b. The team encourages and exploits innovation and initiative</li> <li>c. Support is provided to the team to develop mutual concern and camaraderie</li> </ul>
<b>3. Manage and develop team performance</b>	<ul style="list-style-type: none"> <li>a. The team is supported in making decisions within its agreed roles and responsibilities</li> <li>b. The results achieved by the team contribute positively to the organisation's business plans</li> <li>c. Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals</li> <li>d. Mentoring and coaching supports team members to enhance their knowledge and skills</li> <li>e. Delegate's performance is monitored to confirm that they have completed their delegation/assignment</li> <li>f. Achievement is recognised by appropriate recognition and/or reward</li> </ul>
<b>4. Participate in and facilitate the work team</b>	<ul style="list-style-type: none"> <li>a. Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes</li> <li>b. Individuals and teams are actively encouraged to take individual and joint responsibility for their actions</li> <li>c. The team receives support to identify and resolve problems which impede its performance</li> </ul>

## Range of Variables

**PARTICIPATE IN, LEAD AND FACILITATE WORK TEAMS**

VARIABLE STATEMENT	CATEGORIES
1. Frontline management is typically involved with teams which may be one or a mixture of	<ul style="list-style-type: none"> <li>a. ongoing</li> <li>b. project-based</li> <li>c. work-based</li> <li>d. cross-functional</li> </ul>
2. Frontline management may assume varying roles in teams including	<ul style="list-style-type: none"> <li>a. leader</li> <li>b. coach</li> <li>c. facilitator</li> <li>d. mentor</li> <li>e. participant</li> </ul>
3. Organisation's guidelines, policies and procedures	<ul style="list-style-type: none"> <li>a. goals, objectives, plans, systems and processes</li> <li>b. quality and continuous improvement processes and standards</li> <li>c. business and performance plans</li> <li>d. ethical standards</li> <li>e. resources which may be subject to negotiation</li> </ul>
4. Teams	<ul style="list-style-type: none"> <li>a. full time employees</li> <li>b. part time employees</li> <li>c. contractors</li> </ul>
5. Workplace context	<ul style="list-style-type: none"> <li>a. Frontline managers will normally be engaged in a workplace context in which they: <ul style="list-style-type: none"> <li>a.1 autonomous, working under broad guidance</li> <li>a.2 may supervise others</li> <li>a.3 may guide teams</li> <li>a.4 may have responsibility for planning and managing the work of others</li> <li>a.5 will be involved in self-directed application of knowledge]</li> <li>a.6 have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions</li> <li>a.7 operate in varied or highly specific contexts</li> <li>a.8 use competencies independently for routine and non-routine purposes</li> <li>a.9 use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints</li> </ul> </li> </ul>



Evidence Guide

**PARTICIPATE IN, LEAD AND FACILITATE WORK TEAMS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of effective leadership practices in a work environment</li> <li>b. In particular, assessment must confirm the ability to:                         <ul style="list-style-type: none"> <li>b.1 manage effectively in diverse work environments and contexts</li> <li>b.2 research, acquire and use information appropriate to work responsibility</li> <li>b.3 establish among teams a commitment to the organisation's goals, values and plans</li> <li>b.4 make decisions within responsibility and authority in a diverse and complex workplace</li> <li>b.5 provide clear direction in devolving responsibility and accountability</li> <li>b.6 provide constructive feedback to delegates</li> <li>b.7 monitor and introduce practices to improve team performance</li> <li>b.8 work effectively with team members who have diverse work styles, aspirations, cultures and perspectives</li> <li>b.9 promote networking between teams for mutual benefit</li> <li>b.10 use effective consultative processes</li> <li>b.11 encourage teams to openly propose, discuss and resolve issues</li> <li>b.12 deal with conflict before it adversely affects team performance</li> <li>b.13 recognise, reward and support team achievement</li> <li>b.14 support team to share knowledge and skills</li> <li>b.15 promote available learning methods to support team</li> <li>b.16 use information management systems</li> <li>b.17 select and use available technology appropriate to the task</li> <li>b.18 use the key competencies to achieve results</li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):                         <ul style="list-style-type: none"> <li>a.1 SRX TEM 005A Lead, manage and develop work teams</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):                         <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 BSX FMI 502A Provide leadership in the workplace</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                         <ul style="list-style-type: none"> <li>a.1 Leadership styles and their application in the workplace</li> <li>a.2 Organisation's goals, strategies and priorities</li> <li>a.3 Current best practice and benchmarking standards</li> <li>a.4 Roles and responsibilities within the organisation and processes to enable devolution of responsibility and accountability</li> <li>a.5 Professional and business networks</li> <li>a.6 Contemporary developments in the development of teams and teamwork</li> <li>a.7 Continuous improvement processes</li> </ul> </li> <li>b. Underpinning skills                         <ul style="list-style-type: none"> <li>b.1 Ability to work with persons with a diversity of work styles, career aspirations, cultures and perspectives</li> <li>b.2 Group facilitation skills to enhance participation in discussion</li> <li>b.3 Problem solving and decision making</li> </ul> </li> </ul>

<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to a work environment with a work team                  b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real work environment                  b. In cases where the learner does not have the opportunity to cover all categories of objective and feedback from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios                  c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes                  d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	2

**SRX TEM 001A      WORK IN TEAMS**

TEM

Working in teams

**DESCRIPTION: This unit provides knowledge and skills to follow instructions in order to work with colleagues in a team.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. <b>Follow routine instructions</b>	a. <b>Instructions</b> are received and acted upon b. Effective questioning is used to elicit information c. Organisation information relevant to the particular task is assessed, comprehended and acted upon d. Daily work routine is planned and organised e. Tasks are prioritised and completed without undue delay
2. <b>Work with colleagues in a team</b>	a. Courteous and helpful manner is demonstrated at all times b. Tasks are carried out willingly, according to instructions, area of responsibility and within time allocated c. Assistance is actively sought or provided by approaching other <b>team members</b> when difficulties arise d. Lines of communication with supervisors and peers are identified according to <b>organisation policy</b> e. Constructive feedback provided by other <b>team members</b> in the working group is encouraged, acknowledged and acted upon f. Responses to the suggestions shows a willingness to learn and improve g. Questioning is used to minimise misunderstandings h. Signs of potential workplace conflict are identified and conflict is avoided or handled according to approved procedures i. Participation in <b>team</b> problem solving is demonstrated j. All colleagues are treated with respect regardless of gender, race, culture or ability

## Range of Variables

**WORK IN TEAMS**

VARIABLE STATEMENT	CATEGORIES
1. Instructions	<ul style="list-style-type: none"> <li>a. written</li> <li>b. verbal</li> </ul>
2. Organisation policies and procedures	<ul style="list-style-type: none"> <li>a. team work</li> <li>b. dealing with conflict</li> <li>c. communication within the organisation</li> </ul>
3. Team	<ul style="list-style-type: none"> <li>a. small work teams</li> <li>b. medium work teams</li> <li>c. large work teams</li> </ul>
4. Team members may include people from a range of	<ul style="list-style-type: none"> <li>a. socio-economic backgrounds</li> <li>b. cultural backgrounds</li> <li>c. ethnic backgrounds</li> <li>d. physical and mental abilities</li> <li>e. gender</li> <li>f. age</li> <li>g. religious backgrounds</li> </ul>

## Evidence Guide

**WORK IN TEAMS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of working with colleagues in a team based environment in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Consistently follow routine instructions and seek advice/assistance</p> <p>c.2 Plan and organise daily work routine and prioritise tasks</p> <p>c.3 Complete tasks within designated timelines</p> <p>c.4 Identify lines of communication within the organisation</p> <p>c.5 Participate actively and positively within a workplace team</p> <p>c.6 Seek feedback from team members and implement suggestions</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX COM 001A Communicate on the workplace</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX ORG 001A Organise work</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation policy and procedures in regard to team work</p> <p>a.2 Organisation policy and procedures in regard to conflict resolution</p> <p>a.3 Organisation policy and procedures in regard to codes of conduct</p> <p>a.4 Allocated duties and responsibilities</p> <p>a.5 Organisational lines of communication/hierarchy</p> <p>a.6 Occupational Health and Safety legislation pertaining to application in the workplace</p> <p>b. Underpinning skills</p> <p>b.1 Questioning/listening techniques to seek clarification</p> <p>b.2 Referral skills to meet immediate needs of colleagues</p> <p>b.3 Team problem solving skills</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to colleagues and a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real or simulated work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation</p>

- of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
-	-	-	1	-	-	-

## SRX TEM 002A SUPPORT THE WORK OF A TEAM

TEM

Working in teams

**DESCRIPTION: This unit provides knowledge and skills to work with colleagues as part of a team, providing input and assistance to improve team performance.**

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team activities	<ul style="list-style-type: none"> <li>a. <b>Team</b> leader is identified and recognised</li> <li>b. Roles and responsibilities of team members are recognised and clarification of area of responsibility is promptly sought from the appropriate source if necessary</li> <li>c. Contribution is made to identifying <b>goals</b> and objectives of the team</li> <li>d. <b>Activities</b> are completed to required standard within timeframe and in accordance with organisational policies and procedures, instructions from management and decisions made by the <b>team</b></li> <li>e. <b>Assistance</b> in the completion of tasks is requested from other team members where appropriate</li> <li>f. Commitments to undertake work or <b>assist colleagues</b> are fulfilled as far as possible within the constraints of time and resources</li> <li>g. Responsibilities and duties are discharged in a positive manner likely to prompt cooperation and good relationships in the <b>team</b></li> <li>h. Participation by team members is encouraged and acknowledged</li> </ul>
2. Share knowledge and information	<ul style="list-style-type: none"> <li>a. Information relevant to work is <b>communicated</b> effectively with team members to enable efficient completion of tasks in accordance with the organisation's policies and procedures</li> <li>b. Knowledge and skills are shared between team members by coaching and mentoring</li> <li>c. Contributions to <b>meetings</b> are clear and concise and informs and progresses the work of the <b>team</b></li> <li>d. Response to the contributions of other team members demonstrates that other views are valued</li> <li>e. Participation in <b>team</b> problem solving is demonstrated</li> </ul>
3. Contribute to the development of good practice of the team	<ul style="list-style-type: none"> <li>a. Contributions to evaluation of practice identify existing <b>good practice</b> as well as changes which might realistically be made to improve practice</li> <li>b. Changes in allocated role, responsibilities or practice are accurately recorded and in sufficient detail to facilitate prompt implementation as and when agreed</li> <li>c. Responses to agreed changes in work practice and to opportunities for training and personal development demonstrate willingness to adapt flexibly in the interests of good practice</li> </ul>
4. Give and receive support to/from team members	<ul style="list-style-type: none"> <li>a. <b>Feedback/assistance</b> is given to other <b>team</b> members in an appropriate manner which identifies their good practice and reinforces their self confidence</li> <li>b. Response to the cultural and religious beliefs and practices of colleagues demonstrates that diversity is valued, and that discrimination or prejudice will be challenged</li> <li>c. The equal opportunities codes of practice of the setting are adhered to</li> <li>d. <b>Team</b> members are supported in achieving workplace goals</li> <li>e. Feedback from other <b>team</b> members is acted upon appropriately</li> <li>f. Signs of potential workplace conflict are identified and conflict is avoided or handled according to approved procedures</li> <li>g. Response to conflict with colleagues or between colleagues does not disrupt the work of the organisation and conflict which cannot readily be resolved is referred promptly to the appropriate person</li> </ul>

## Range of Variables

**SUPPORT THE WORK OF A TEAM**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Activities may include</b>	<ul style="list-style-type: none"> <li>a. Working with other members of a team in a work environment</li> <li>b. Responding in a support role</li> <li>c. Working independently, under limited supervision, on allocated tasks</li> </ul>
2. <b>Appropriate situation to request assistance</b>	<ul style="list-style-type: none"> <li>a. Difficulty meeting timelines</li> <li>b. To comply with occupational health and safety requirements</li> <li>c. unsure of best method to complete task</li> <li>d. to maximise efficiency</li> </ul>
3. <b>Assisting colleagues</b>	<ul style="list-style-type: none"> <li>a. own tasks completed</li> <li>b. to comply with occupational health and safety requirements</li> <li>c. assistance requested</li> <li>d. actions of others do not comply with requirements</li> <li>e. other team member appears to be having difficulty completing task</li> <li>f. team members may be geographically dispersed and require communication systems and technology to remain in contact</li> </ul>
4. <b>Colleagues</b>	<ul style="list-style-type: none"> <li>a. experienced</li> <li>b. new or inexperienced</li> </ul>
5. <b>Communication processes may include</b>	<ul style="list-style-type: none"> <li>a. established organisational procedures for recording and reporting, the use of logs, notebooks, pagers, radios and telephones</li> </ul>
6. <b>Feedback on performance</b>	<ul style="list-style-type: none"> <li>a. acknowledging initiative, aptitude, good ideas, good performance and assistance, providing constructive criticism</li> </ul>
7. <b>Goals</b>	<ul style="list-style-type: none"> <li>a. completion of task</li> <li>b. achievement of new competencies</li> <li>c. development of new skills</li> <li>d. attainment of new knowledge</li> <li>e. personal development</li> </ul>
8. <b>Good practice</b>	<ul style="list-style-type: none"> <li>a. in relation to individual responsibilities and duties</li> <li>b. in relation to the work of the team or organisation</li> </ul>
9. <b>Meetings</b>	<ul style="list-style-type: none"> <li>a. regular full meetings of the team</li> <li>b. special meetings related to specific tasks</li> <li>c. meetings of part of the team only</li> </ul>
10. <b>Organisational policy and procedures may include</b>	<ul style="list-style-type: none"> <li>a. legislation relevant to the operation/incident/response</li> <li>b. legislation relevant to the organisation</li> <li>c. operational, corporate and strategic plans</li> <li>d. Standard Operating Procedures</li> <li>e. operational performance standards</li> <li>f. organisational personnel practices and guidelines</li> <li>g. organisational quality standards</li> </ul>
11. <b>Teams comprise</b>	<ul style="list-style-type: none"> <li>a. two or more people</li> </ul>



Evidence Guide

**SUPPORT THE WORK OF A TEAM**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of effective communication and contribution to achievement of tasks in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Apply basic knowledge of group dynamics</p> <p>c.2 Identify the structure, role and policies of the organisation</p> <p>c.3 Identify the roles and areas of responsibilities of self and other team members</p> <p>c.4 Apply equal opportunities codes of practices of the organisation and acknowledged good practice and legal obligations</p> <p>c.5 Apply procedures of meetings and the process of decision making</p> <p>c.6 Identify the rules of confidentiality of the setting</p> <p>c.7 Apply current practice and objectives of the organisation</p> <p>c.8 Identify the information sharing systems of the organisation</p> <p>c.9 Understand the importance of not allowing conflict with team members to disrupt the work of the organisation</p> <p>c.10 Identify who is the appropriate person to refer conflict to</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX ORG 002A Work effectively in a Sport and Recreation organisation</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other unit(s)</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Composition of workplace teams and roles and responsibilities of team members</p> <p>a.2 Techniques for giving feedback in a constructive manner</p> <p>a.3 Techniques for supporting others</p> <p>a.4 Team dynamics</p> <p>a.5 Operational communication processes</p> <p>b. Underpinning skills</p> <p>b.1 Listening skills to encourage active listening</p> <p>b.2 Providing suggestions and information</p> <p>b.3 Encouraging others within the workteam</p> <p>b.4 Following instructions from supervisors</p> <p>b.5 Reporting information</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to a work team in a real or simulated work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>

**6. Context for assessment**

- a. Competency must be demonstrated in a real or simulated work environment
- b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

**SRX TEM 003A WORK AUTONOMOUSLY**

TEM

Working in teams

**DESCRIPTION: This unit covers competency for working as a member of a team or as an individual for periods of time without direct supervision and for coaching and mentoring colleagues.**

ELEMENT	PERFORMANCE CRITERIA
1. Undertake work activities	<ul style="list-style-type: none"> <li>a. <b>Work requirements</b> are identified and undertaken within the role and area of responsibility of the learner</li> <li>b. Instructions and directions are understood, clarified where necessary, and implemented</li> <li>c. Performance of responsibilities and duties is consistent with decisions made by the team, instructions given by management and agreed policies and procedures</li> <li>d. Communication is maintained with team leader advising of progress of task/activity</li> <li>e. Any modifications made to tasks or performance are consistent with the approved procedures and, if possible, agreed in advance with the appropriate person</li> <li>f. Needs for additional support are determined and communicated clearly to management/the appropriate person in a suitable format</li> <li>g. Reports about progress and completion of work are given clearly in a form and at times and frequencies as agreed</li> <li>h. Information about own area of work and responsibility is shared with colleagues in a way which helps them to carry out their own work and to put agreed plans into action</li> <li>i. Sharing of information complies with the agreed boundaries of confidentiality</li> <li>j. Personal safety and safety of others is maintained</li> <li>k. Any legal requirements and/or ramifications of activities are communicated to team leader</li> </ul>
2. Accept responsibilities	<ul style="list-style-type: none"> <li>a. Responsibilities are accepted according to organisation's policy and procedures</li> <li>b. Team leader is appraised of the outcome of task/activity</li> <li>c. Any activity that exceeds the scope of the defined task is referred to the team leader</li> </ul>
3. Set performance requirements	<ul style="list-style-type: none"> <li>a. Performance requirements are based on objectives and goals</li> <li>b. <b>Performance requirements</b> are agreed with team leader</li> </ul>
4. Maintain team performance	<ul style="list-style-type: none"> <li>a. Individual performance is monitored against defined <b>performance requirements</b> and appropriate action taken to maintain performance if required</li> <li>b. Performance of others is monitored and appropriate action is taken through coaching and mentoring to ensure objectives and goals are met</li> <li>c. Response to unsatisfactory practice of colleagues balances the organisations needs and goals with consideration for the individual</li> <li>d. Team leader is provided with feedback, positive support and clear accurate advice</li> <li>e. <b>Performance issues</b> which cannot be rectified or addressed are referred to <b>appropriate personnel</b> according to organisation's policy</li> <li>f. Team leader is advised of any changes in priorities or tasks</li> <li>g. All <b>required documentation</b> relevant to performance is completed</li> </ul>

<p><b>5. Act as a team leader as required</b></p>	<p>a. <b>Work requirements</b> are identified and presented to team members</p> <p>b. Instructions and directions are communicated to team members clearly and unambiguously</p> <p>c. Team members' concerns and queries are recognised, discussed and dealt with</p> <p>d. Equal opportunities codes of practice are adhered to and response to cultural and religious beliefs and practices of colleagues demonstrates that diversity is valued and that discrimination and prejudice will be challenged</p> <p>e. Any legal requirements and/or ramifications of team activities are communicated to team members</p> <p>f. Duties, rosters and responsibilities are allocated to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation's policy and procedures</p> <p>g. Comment and constructive criticism is given to colleagues in a manner which identifies their good practice and reinforces their self confidence</p> <p>h. Opportunities for communicating informally with colleagues are utilised as far as possible within the time constraints of the work environment to develop shared attitudes and to extend relationships</p> <p>i. Support offered to colleagues experiencing discrimination helps them to assert their rights as individuals and to sustain their confidence and self esteem</p>
<p><b>6. Contribute to team meetings</b></p>	<p>a. Adequate meeting preparation enables the supply of suitable information and effective contribution to discussion</p> <p>b. Participation in the meeting, planning and decision-making is consistent with own role and the role of other members of the team</p> <p>c. Information given and views expressed to those outside the team are consistent with the decisions of the team</p> <p>d. Decisions made which conflict with the learner's viewpoint are referred in a manner which is likely to promote the aims of the team and organisation</p>
<p><b>7. Respond to stress and conflict in the team</b></p>	<p>a. Response to indications of stress or need for support in colleagues encourages them to share their concerns and difficulties</p> <p>b. Offers to help colleagues made in the work context to alleviate stress or develop support are within the learner's area of responsibility and competence</p> <p>c. Information to help colleagues identify sources of support or expertise and further training opportunities likely to enhance their competence and ability to cope is shared</p> <p>d. Response to conflict with colleagues or between colleagues does not disrupt the work of the organisation</p> <p>e. Conflict which cannot readily be resolved is referred promptly to an appropriate person</p> <p>f. Response to solutions proposed to reduce conflict demonstrates willingness to compromise and to amend practices in a flexible and positive manner in the interests of the effective working of the organisation</p> <p>g. Evidence of prejudice and/or discrimination on the part of a team member is challenged in a manner likely to bring about change</p> <p>h. Support offered to colleagues in conflict with others is consistent with organisational requirements and procedures, and balances needs of the individual colleague with the maintenance of quality of the organisation</p>

## Range of Variables

**WORK AUTONOMOUSLY**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Activities may include</b>	<ul style="list-style-type: none"> <li>a. non operational activities (tasks, projects, preparing documentation)</li> <li>b. operational activities (responding to emergencies and non-emergency operations including sport and recreation events, public relations activities, special events and activities)</li> </ul>
<b>2. Appropriate personnel may include</b>	<ul style="list-style-type: none"> <li>a. manager</li> <li>b. human resource personnel</li> <li>c. team leader</li> <li>d. supervisor</li> </ul>
<b>3. Colleagues</b>	<ul style="list-style-type: none"> <li>a. experienced colleagues</li> <li>b. new or inexperienced colleagues</li> <li>c. work experience students/trainees</li> </ul>
<b>4. Conflict</b>	<ul style="list-style-type: none"> <li>a. between the learner and a colleague or colleagues</li> <li>b. between two or more colleagues</li> </ul>
<b>5. Meetings</b>	<ul style="list-style-type: none"> <li>a. regular full meetings of the team</li> <li>b. special meetings related to specific tasks</li> <li>c. meetings of part of the team only</li> </ul>
<b>6. Performance issues may include</b>	<ul style="list-style-type: none"> <li>a. occupational health and safety</li> <li>b. hours of work details</li> <li>c. concerns about ability to complete work</li> <li>d. inadequate resources</li> </ul>
<b>7. Performance requirements include</b>	<ul style="list-style-type: none"> <li>a. goals</li> <li>b. objectives</li> <li>c. plans</li> <li>d. standards</li> </ul>
<b>8. Required documentation may include</b>	<ul style="list-style-type: none"> <li>a. forms</li> <li>b. proformas</li> <li>c. incident reports</li> <li>d. rosters</li> <li>e. timesheets</li> <li>f. written reports</li> <li>g. logs</li> </ul>
<b>9. Work requirements may include</b>	<ul style="list-style-type: none"> <li>a. tasks</li> <li>b. projects</li> <li>c. activities</li> <li>d. timelines</li> <li>e. other personnel involved</li> <li>f. equipment to be used</li> </ul>

## Evidence Guide

**WORK AUTONOMOUSLY**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of communication of performance expectations and providing feedback and assistance to team members in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>c.1 apply knowledge of group dynamics</li> <li>c.2 apply knowledge of the structure, role and policies of the organisation to perform and allocate work duties</li> <li>c.3 identify the roles and areas of responsibilities of self and other team members and clearly and accurately communicate these</li> <li>c.4 apply equal opportunities codes of practices of the organisation and acknowledged good practice and legal obligations</li> <li>c.5 apply procedures of meetings and the process of decision making</li> <li>c.6 identify the rules of confidentiality of the setting</li> <li>c.7 apply current practice and objectives of the organisation</li> <li>c.8 identify support systems within the organisation and the sources of information about support within the wider community</li> <li>c.9 identify sources of information about training</li> <li>c.10 apply organisational procedures for dealing with conflict</li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <ul style="list-style-type: none"> <li>a.1 SRX TEM 002A Support the work of a team</li> </ul> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> <li>b.1 NIL</li> </ul> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> <li>c.1 SRX TEM 004A Deal with conflict</li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <ul style="list-style-type: none"> <li>a.1 Legal requirements and ramifications of team activities</li> <li>a.2 Organisation's policy relevant to hours of work and work allocation</li> <li>a.3 Procedures and methods of setting performance expectations</li> <li>a.4 Organisation's policy for referring performance issues</li> <li>a.5 Organisation's requirements for documenting team performance and activities</li> <li>a.6 Team members duties and responsibilities</li> <li>a.7 Method of monitoring performance</li> <li>a.8 Knowledge of current principles and practices required to work in a team</li> <li>a.9 Follow defined occupational health and safety policies and procedures</li> </ul> <p>b. Underpinning skills</p> <ul style="list-style-type: none"> <li>b.1 Communicating instructions and directions</li> <li>b.2 Representing issues to management</li> <li>b.3 Communicating performance expectations</li> <li>b.4 Providing feedback on performance</li> <li>b.5 Completing a range of documentation</li> <li>b.6 Encouraging team members</li> <li>b.7 Informal performance counseling</li> <li>b.8 Team building</li> </ul>

<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real work environment</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	2	2	1	1	1

**SRX TEM 004A      DEAL WITH CONFLICT**

TEM

Working in teams

**DESCRIPTION: This unit covers the knowledge and skills required to deal effectively with conflict in the workplace.**

ELEMENT	PERFORMANCE CRITERIA
<b>1. Identify conflict situations</b>	a. Signs and possible causes of conflict are quickly identified b. The stage of the conflict, with respect to progression and possible escalation, is accurately determined c. Swift and tactful action is taken to prevent escalation d. Situations where personal safety of clients or staff may be threatened are quickly identified and appropriate assistance is organised e. Factors within the individual or workplace which relate to the developing conflict are identified
<b>2. Implement conflict resolution strategies</b>	a. Responsibility is taken for resolving the conflict within scope of individual responsibility b. <b>Factors and issues relevant to the conflict</b> are clarified c. The correct <b>conflict resolution technique</b> is used to manage the conflict after consideration of the particular situation d. <b>Options for resolution</b> of the conflict are identified which allow for constructive responses to be negotiated and enable established work relationships to continue e. During negotiations and discussions, all points of view are encouraged, accepted and treated with respect
<b>3. Use effective interpersonal skills</b>	a. Effective verbal and non verbal communication is used during negotiations, including body language, questioning, language style, active listening and reflection b. Feedback is given assertively and received non-defensively during negotiations



## Range of Variables

**DEAL WITH CONFLICT**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Conflict resolution techniques</b>	<ul style="list-style-type: none"> <li>a. withdrawal</li> <li>b. smoothing</li> <li>c. compromise</li> <li>d. forcing</li> <li>e. confrontation – problem solving               <ul style="list-style-type: none"> <li>e.1 compromise</li> <li>e.2 majority vote</li> <li>e.3 arbitration</li> </ul> </li> </ul>
<b>2. Conflict situations</b>	may include but are not limited to <ul style="list-style-type: none"> <li>a. client complaints</li> <li>b. conflicts among work colleagues</li> <li>c. conflict between clients/participants</li> </ul>
<b>3. Factors related to conflict</b>	<ul style="list-style-type: none"> <li>a. opposing attitudes, values, beliefs</li> <li>b. individual versus group goals</li> <li>c. workload</li> <li>d. stress</li> <li>e. limited resources</li> </ul>
<b>4. Options for resolution</b>	<ul style="list-style-type: none"> <li>a. win-win</li> <li>b. win-lose</li> <li>c. lose-lose</li> </ul>
<b>5. Workplace environment</b>	<ul style="list-style-type: none"> <li>a. includes all sectors of the recreation industry (fitness, sport, community recreation, outdoor recreation)</li> </ul>

## Evidence Guide

**DEAL WITH CONFLICT**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of typical symptoms and causes of conflict in the work environment and conflict resolution techniques</p> <p>b. Assessment of performance should be over a period of time covering all categories of conflict resolution techniques and conflict situations from the range of variables statements that are applicable in the learners work environment</p> <p>c. Assessment must confirm the ability to apply this knowledge and appropriate techniques to:</p> <p>c.1 identify sources of conflict in the workplace</p> <p>c.2 resolve a range of different conflict situations, using different options for resolution</p> <p>c.3 use suitable communication skills to facilitate effective discussion between all parties and achieve resolution</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX TEM 003A Work autonomously</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Signs and stages of conflict in the workplace</p> <p>a.2 Possible causes/sources of conflict (ideational, status and power, goal conflict)</p> <p>a.3 Functions of conflict (functional and dysfunctional)</p> <p>a.4 Options for constructive responses to typical conflict situations</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal communication skills</p> <p>b.2 Participation in small informal work groups</p> <p>b.3 Problem solving</p> <p>b.4 Ability to gather, record, and convey information</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to real or simulated work group situations</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competence must be demonstrable for the relevant work situation, in a real or simulated environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements that are applicable in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on</p>

- underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	-	2	-	3	-

## SRX TEM 005A LEAD, MANAGE AND DEVELOP WORK TEAMS

TEM

Working in teams

**DESCRIPTION: This unit covers competency in achieving organisational objectives and effective working relationships through managing and developing individuals and teams in the work environment.**

ELEMENT	PERFORMANCE CRITERIA
<p>1. <b>Develop and maintain a team</b></p>	<p>a. Work contributions or suggestions from staff are continually sought and encouraged and all relevant <b>team members</b> are given the opportunity to participate in planning work activities</p> <p>b. Contributions to team operations are acknowledged and suggestions are dealt with constructively</p> <p>c. <b>Team member's</b> skills are used and developed according to work requirements</p> <p>d. Where appropriate, work roles of <b>team members</b> are determined in a co-operative manner</p> <p>e. <b>Team members</b> are consulted about implementing new work practices</p>
<p>2. <b>Communicate objectives and required standards</b></p>	<p>a. Forms of communication appropriate to activities are adopted by the team</p> <p>b. Information on work requirements and organisation requirements are identified</p> <p>c. <b>Team members</b> are provided with up to date information concerning the objectives and standards required by the organisation</p> <p>d. <b>Team members</b> are provided with information on the inter related nature of the teams' work activities</p> <p>e. <b>Team members</b> are encouraged to share and obtain a clear understanding of team objectives</p> <p>f. Organisational standards in relation to equal employment opportunity, anti discrimination and workplace harassment are modeled and promoted to <b>team members</b></p>
<p>3. <b>Manage and improve performance of teams and individuals</b></p>	<p>a. Relevant and realistic team development plans are based on identified strengths and weaknesses of all <b>team members</b></p> <p>b. Processes for team performance review are developed in a participative manner</p> <p>c. Regular constructive feedback on all aspects of work performance is provided to individuals and the team</p> <p>d. Performance is assessed and addressed in a fair and timely manner in accordance with <b>organisational guidelines and procedures</b></p>
<p>4. <b>Support and participate in development activities</b></p>	<p>a. Training needs of individuals and the team are identified and assessed on a regular basis in line with <b>organisational guidelines and procedures</b></p> <p>b. An action plan to meet individual and team <b>training and development</b> needs is developed, agreed and implemented</p> <p>c. On the job training is provided to the required organisational standard</p> <p>d. <b>Team members</b> are encouraged and supported to attend training courses and to undertake other development opportunities</p> <p>e. Coaching and mentoring is utilised as a development tool</p>
<p>5. <b>Provide leadership to individuals and teams</b></p>	<p>a. The link between the function of the team and the goals of the organisation is understood and communicated to the team</p> <p>b. Participative decision making is used to develop, implement and review work of the team and to allocate responsibilities where</p>

	<p>appropriate</p> <ul style="list-style-type: none"> <li>c. Responsibility for group activities is shared</li> <li>d. Opportunities are given to individuals and teams to develop new and innovative work practices and strategies</li> <li>e. Where required, assistance in completing activities is provided to achieve team outcomes</li> <li>f. Delegation to individuals and team members is appropriate and relevant to team objectives and goals in accordance with <b>organisational policy and procedures</b></li> <li>g. Allocated tasks are within the competence of <b>team members</b> and supported with appropriate authority, autonomy and training</li> </ul>
<p><b>6. Manage difficulties to achieve positive outcomes</b></p>	<ul style="list-style-type: none"> <li>a. Potential or actual conflict between team members or between self and other individuals is recognised and addressed through agreed and accepted processes and/or in accordance with <b>organisational policies and procedures</b></li> <li>b. Data on team performance is collected on a regular basis, analysed, reviewed and information on performance provided to relevant parties</li> <li>c. Difficulties in achieving required outcomes are identified, analysed and solutions developed and communicated to <b>appropriate personnel</b></li> </ul>
<p><b>7. Create and maintain conditions for productive work</b></p>	<ul style="list-style-type: none"> <li>a. Work environment is monitored to ensure it is maintained in line with organisational standards</li> <li>b. Improvements to working environment are recommended and implemented where possible</li> <li>c. Individuals experiencing difficulties which can not be addressed within the team are referred to <b>appropriate personnel</b> according to <b>organisational policies and procedures</b></li> </ul>

## Range of Variables

**LEAD, MANAGE AND DEVELOP WORK TEAMS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Appropriate personnel</b>	may include a. human resource manager b. counselors
<b>2. Organisational policy, procedures, requirements and guidelines</b>	a. legislation relevant to the organisation b. operational, corporate and strategic plans c. organisational performance standards d. organisational personnel practices and guidelines e. organisational quality standards f. protocols
<b>3. Team leaders normally provided with</b>	a. organisation objectives b. work parameters c. specification/contract details d. some guidance with respect to interpretation of work
<b>4. Team members</b>	may come from a. a variety of backgrounds b. different levels of experience c. different levels of competency
<b>5. Training and development opportunities</b>	may include a. formal course participation b. on the job training c. work experience d. external study e. conference and seminar attendance f. induction g. job rotation

## Evidence Guide

**LEAD, MANAGE AND DEVELOP WORK TEAMS**

<b>1. Critical aspects of evidence to be considered</b>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of developing and meeting team objectives and developing and maintaining performance requirements in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of team members from the range of variable statements and all categories of other variables from the range statement that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> <li>c.1 develop and maintain an effective work team</li> <li>c.2 monitor and improve the performance of individuals within the work team</li> <li>c.3 determine training needs and provide opportunities for training</li> <li>c.4 provide constructive feedback</li> <li>c.5 manage conflict within the team</li> <li>c.6 delegate responsibility where relevant</li> <li>c.7 maintain a productive work environment</li> </ul> </li> </ul>
<b>2. Interdependent assessment of units</b>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> <li>a.1 SRX TEM 003A Work autonomously</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<b>3. Required knowledge and skills</b>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge <ul style="list-style-type: none"> <li>a.1 Principles of effective team operation</li> <li>a.2 Principles of human resource management</li> <li>a.3 Organisation's policy and procedures, particularly in relation to standards affecting work group activities</li> <li>a.4 Organisational policy relating to equal employment opportunity, anti discrimination and harassment</li> <li>a.5 Legislation relevant to work group activities</li> <li>a.6 Industrial awards and agreements</li> <li>a.7 Organisational personnel practices and guidelines</li> <li>a.8 Organisational quality standards</li> <li>a.9 Relevant training courses and development opportunities</li> </ul> </li> <li>b. Underpinning skills <ul style="list-style-type: none"> <li>b.1 Providing constructive feedback</li> <li>b.2 Assessing training needs</li> <li>b.3 Conflict resolution and negotiation</li> <li>b.4 Consulting team members</li> <li>b.5 Leading and supervising individuals and teams</li> <li>b.6 Problem solving</li> <li>b.7 Analysing problems and issues</li> </ul> </li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a real work environment with colleagues</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables</li> </ul>

	and contexts applicable to the work environment
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of team member within the range of variables statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	2	1



## SRX TEM 006A

**CREATE, MAINTAIN AND ENHANCE EFFECTIVE WORKING RELATIONSHIPS**

TEM

Working in teams

**DESCRIPTION: This unit deals with processes to establish, maintain and enhance workplace relationships in internal and external environments so that staff, clients and management achieve the organisation's goals. This unit incorporates and enhances the unit BSX FMI 503A Establish and manage effective workplace relationships.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Establish and maintain the trust and support of one's staff</b>	<ul style="list-style-type: none"> <li>a. Time is taken with <b>staff</b> to establish and maintain honest and constructive relationships</li> <li>b. <b>Staff</b> are encouraged to offer ideas and views and due recognition of these is given</li> <li>c. Where ideas are not taken up, the reasons are clearly given</li> <li>d. <b>Staff</b> are consulted about proposed activities within an appropriate time scale and encouraged to seek clarification of areas of which they are unsure</li> <li>e. <b>Staff</b> are sufficiently informed about organisational policy and strategy, progress, emerging threats and opportunities</li> <li>f. Promises and undertakings to <b>staff</b> are realistic and are honored</li> <li>g. If necessary and appropriate, <b>staff</b> are given appropriate support in situations which involve people outside the manager's team</li> <li>h. Where there is concern over the quality of <b>staff's</b> work, the matter is directly raised and discussed with him/her</li> <li>i. Behaviour presented to <b>staff</b> encourages commitment to achieve the objectives of the organisation/operatives</li> <li>j. The manager does not abuse his/her position of authority for personal advantage</li> <li>k. The morale, motivation and effectiveness of <b>staff</b> is developed and enhanced through the recognition of high quality performance</li> </ul>
2. <b>Establish and maintain the trust and support of one's immediate manager/superior</b>	<ul style="list-style-type: none"> <li>a. Immediate manager or relevant authority is kept informed in an appropriate level of detail about activities, progress, results and achievements</li> <li>b. Information about emerging threats and opportunities is provided clearly and accurately with an appropriate degree of urgency</li> <li>c. Information and advice about policy and ways of working is sought from the immediate manager/relevant authority at an appropriate time</li> <li>d. Proposals for action are clearly presented at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved</li> <li>e. Where proposals are postponed or rejected the reasons are, wherever possible, identified and, if appropriate, alternative proposals are put forward</li> <li>f. Where there are disagreements or criticisms, efforts are made to avoid damaging the relationship with the immediate manager/relevant authority</li> <li>g. Information gathered for immediate manager/relevant authority is afforded confidentiality appropriate to circumstances</li> </ul>

<p>3. Establish and maintain relationships with colleagues</p>	<ul style="list-style-type: none"> <li>a. Time is taken to establish and maintain honest and constructive relationships with <b>colleagues</b></li> <li>b. Open, honest, considerate and friendly behaviour is encouraged</li> <li>c. Opinions and information are exchanged and shared with <b>colleagues</b></li> <li>d. Advice and help are offered with sensitivity</li> <li>e. Differences of opinion are dealt with in ways which try to avoid offence, and <b>conflicts</b> are resolved in ways that maintain respect</li> <li>f. Promises and undertakings to others are honored, taking account of other priorities and commitments</li> <li>g. Interactions are consistent with the aim of enhancing the value of relationships with <b>colleagues</b></li> </ul>
<p>4. Identify and manage conflict</p>	<ul style="list-style-type: none"> <li>a. <b>Staff</b> are informed of expected standards of work and behaviour in a manner, and at a level and pace appropriate to the individual</li> <li>b. Opportunities for <b>staff</b> to discuss problems which directly or indirectly affect their work are regularly provided</li> <li>c. Potential and actual <b>conflicts</b> between <b>staff</b> and their causes are identified promptly and actions are taken to deal with them as soon as practicable</li> <li>d. Solutions are consistent with previous successful case outcomes and satisfy legal and organisational requirements</li> <li>e. Where records of the <b>conflict</b> and outcomes are kept, they are accurate, complete and comply with organisational requirements and are stored securely, only accessible to authorised personnel</li> <li>f. Any <b>conflict</b> of ideas and values is brought to the surface and managed constructively</li> </ul>
<p>5. Implement disciplinary and grievance procedures</p>	<ul style="list-style-type: none"> <li>a. Personnel are kept appropriately informed of the current procedures and their rights</li> <li>b. Actions meet organisational and legal requirements and procedures and are implemented in a manner which demonstrates impartiality</li> <li>c. <b>Disciplinary and grievance procedures</b> are actioned with minimum delay</li> <li>d. Recorded details of the proceedings and outcomes are accurate, complete and accessible to authorised people</li> <li>e. Where statutory and organisational requirements conflict, full details are reported and advice sought from the appropriate people</li> <li>f. Any recommendations for improvement of <b>disciplinary and grievance procedures</b> are passed to the appropriate people</li> </ul>
<p>6. Counsel staff</p>	<ul style="list-style-type: none"> <li>a. <b>Counseling</b> takes place in a private place at a time appropriate to the type, seriousness and complexity of the problem</li> <li>b. <b>Counseling</b> practices and processes conform to any relevant personnel policies of the organisation and create an atmosphere of trust, understanding and support</li> <li>c. All discussions with individuals are designed to encourage and assist them to identify the causes of difficulties and take responsibility for their own decisions and actions</li> <li>d. All discussions are free from authoritarian judgements and coercive pressures</li> <li>e. In cases where the learner's personal skills and knowledge are insufficient, an appropriate <b>counseling service</b> is recommended to the individual</li> <li>f. Individual cases are sufficiently monitored to make sure that a positive outcome is reached</li> <li>g. The <b>staff</b> member being counseled is encouraged to view the problem as their own, taking responsibility for making decisions and tackling the problem</li> <li>h. Signs of stress in self and <b>staff</b> are recognised and appropriate action taken to remedy</li> <li>i. Any records of, or references to, <b>counseling</b> sessions are treated with confidentiality, stored securely and are only made accessible to authorised personnel</li> </ul>

## Range of Variables

**CREATE, MAINTAIN AND ENHANCE EFFECTIVE WORKING RELATIONSHIPS**

VARIABLE STATEMENT	CATEGORIES
1. <b>Colleagues</b>	<ul style="list-style-type: none"> <li>a. are those not under the learner's direct line of responsibility or the learner's immediate boss, and with whom the learner works closely on a day to day basis and occasionally</li> <li>b. members of the department</li> <li>c. other departments</li> <li>d. external organisations</li> <li>e. professional bodies</li> <li>f. voluntary workers</li> </ul>
2. <b>Conflicts are those due to</b>	<ul style="list-style-type: none"> <li>a. differences of opinion on courses of action</li> <li>b. personal animosity</li> <li>c. racism</li> <li>d. sexism</li> <li>e. inappropriate personal habits</li> <li>f. non-compliance with organisational norms and values</li> </ul>
3. <b>Conflict is managed</b>	<ul style="list-style-type: none"> <li>a. to promote effective working relationships</li> <li>b. to prevent disciplinary or grievance procedures becoming necessary</li> <li>c. informally and formally</li> </ul>
4. <b>Counseling involves</b>	<ul style="list-style-type: none"> <li>a. effective listening</li> <li>b. questioning</li> <li>c. discussion</li> </ul>
5. <b>Counseling is carried out</b>	<ul style="list-style-type: none"> <li>a. depending on the organisational culture</li> <li>b. either informally or formally</li> </ul>
6. <b>Counseling is concerned with</b>	<ul style="list-style-type: none"> <li>a. matters of a personal nature which affect the member of <b>staff's</b> ability to meet work objectives</li> </ul>
7. <b>Counseling is initiated by</b>	<ul style="list-style-type: none"> <li>a. the manager</li> <li>b. member of staff concerned</li> </ul>
8. <b>Counseling services may be</b>	<ul style="list-style-type: none"> <li>a. personnel department</li> <li>b. doctor/health services personnel</li> <li>c. social services</li> <li>d. voluntary organisations</li> <li>e. job placement agencies</li> </ul>
9. <b>Disciplinary and grievance procedures take place in framework of</b>	<ul style="list-style-type: none"> <li>a. statutory procedures</li> <li>b. organisational procedures</li> </ul>
10. <b>Disciplinary procedures may be initiated by</b>	<ul style="list-style-type: none"> <li>a. the learner</li> <li>b. higher levels of managers</li> <li>c. personnel specialists</li> </ul>

<b>11. Grievance procedures may be initiated by</b>	<ul style="list-style-type: none"> <li>a. the learner</li> <li>b. the aggrieved person</li> <li>c. an employee representative</li> </ul>
<b>12. Information giving and consultation</b>	<ul style="list-style-type: none"> <li>a. formal</li> <li>b. informal</li> </ul>
<b>13. Interpersonal conflict is managed between individuals and teams</b>	<ul style="list-style-type: none"> <li>a. within the learner's line of responsibility</li> <li>b. outside line of responsibility</li> <li>c. where the learner has a clear influence</li> </ul>
<b>14. Means of information giving and consultation</b>	<ul style="list-style-type: none"> <li>a. team meetings</li> <li>b. one-to-one discussions</li> <li>c. telephone conversations</li> <li>d. written communication</li> </ul>
<b>15. Procedures are carried out in conjunction with</b>	<ul style="list-style-type: none"> <li>a. higher level managers</li> <li>b. personnel specialist</li> <li>c. individual concerned</li> <li>d. staff representative(s)</li> </ul>
<b>16. Procedures for improvement are passed to</b>	<ul style="list-style-type: none"> <li>a. higher level managers</li> <li>b. specialists</li> </ul>
<b>17. Staff</b>	<ul style="list-style-type: none"> <li>a. those within the learner's direct line of responsibility</li> </ul>
<b>18. Support is sought when this is necessary for</b>	<ul style="list-style-type: none"> <li>a. decisions</li> <li>b. proposals concerning new courses of action</li> </ul>
<b>19. Trust, support and professional relationships are maintained with managers/superiors through</b>	<ul style="list-style-type: none"> <li>a. meeting the standards required by the organisation</li> <li>b. passing relevant information to his/her immediate manager/relevant authority</li> <li>c. seeking relevant information where necessary</li> <li>d. not allowing disagreements to affect the work relationship</li> </ul>

Evidence Guide

**CREATE, MAINTAIN AND ENHANCE EFFECTIVE WORKING RELATIONSHIPS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of processes and behaviour to establish and maintain the trust and support of staff, colleagues (internal and external) and management within the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to</p> <ul style="list-style-type: none"> <li>c.1 manage relationships effectively to achieve goals/results</li> <li>c.2 research, acquire and use information appropriate to work responsibility</li> <li>c.3 monitor and introduce ways to improve work relationships in a diverse and complex workplace</li> <li>c.4 perform in a way which strengthens and reinforces relationships</li> <li>c.5 develop effective relationships in diverse internal and external environments</li> <li>c.6 mix confidently with a broad range of people</li> <li>c.7 communicate clearly and concisely</li> <li>c.8 respond effectively to unexpected demands from a range of sources</li> <li>c.9 provide honest and constructive feedback</li> <li>c.10 use effective consultation processes</li> <li>c.11 encourage contrary views to be submitted and discussed</li> <li>c.12 treat people openly and fairly</li> <li>c.13 contribute to the removal of discrimination/bias in the workplace</li> <li>c.14 develop constructive responses when confronted with problems and difficulties</li> <li>c.15 use information management systems</li> <li>c.16 counsel staff within the limits of personal skill and knowledge and refer staff when required</li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <ul style="list-style-type: none"> <li>a.1 SRX TEM 004A Deal with conflict</li> <li>a.2 SRX TEM 005A Lead, manage and develop work teams</li> </ul> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> <li>c.1 Nil</li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <ul style="list-style-type: none"> <li>a.1 Key features of the organisation's personnel policies, particularly with respect to confidentiality</li> <li>a.2 Limits of own abilities and expertise and the range of available counseling services</li> <li>a.3 Legislation and organisation's policies pertaining to grievances and disciplinary action</li> <li>a.4 Group dynamics and leadership styles</li> </ul> <p>b. Underpinning skills</p> <ul style="list-style-type: none"> <li>b.1 Questioning and listening techniques to be an effective counselor</li> <li>b.2 Interpersonal skills to interact with diverse groups</li> </ul>

	<p>b.3 Communication skills to present ideas, concepts, advice and information in situations ranging from social to difficult and complex</p> <p>b.4 Conflict resolution skills and negotiation techniques</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to a work environment with staff and colleagues/clients.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	1	3	1

# **WORKPLACE TRAINING AND ASSESSMENT**

**BSZ**

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## BSZ 401A

## PLAN ASSESSMENT

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.**

ELEMENT	PERFORMANCE CRITERIA
1. Establish evidence required for a specific context	<ul style="list-style-type: none"> <li>a. The evidence required to infer competency from the industry/ organisation competency standards, or other standards of performance, is established for a specific context</li> <li>b. Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required</li> <li>c. Specified evidence requirements:               <ul style="list-style-type: none"> <li>c.1 assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current</li> </ul> </li> <li>d. Sufficient evidence is specified to show consistent achievement of the specified standards</li> <li>e. The cost of gathering the required evidence is established</li> </ul>
2. Establish suitable assessment method(s)	<ul style="list-style-type: none"> <li>a. <b>Assessment methods</b> are selected which are appropriate for gathering the type and amount of evidence required</li> <li>b. Opportunities to consolidate evidence gathering activities are identified</li> <li>c. <b>Allowable adjustments</b> in the assessment method are proposed to cater for the <b>characteristics</b> of the person(s) being assessed</li> </ul>
3. Develop assessment tools appropriate to a specific assessment context	<ul style="list-style-type: none"> <li>a. An <b>assessment tool</b> is developed to gather valid, reliable and sufficient evidence for a <b>specific assessment context</b></li> <li>b. The <b>assessment tool</b> is designed to mirror the language used to demonstrate the competency in a specific context</li> <li>c. Clear instructions (spoken or written) are prepared, including any adjustments which may be made to address the <b>characteristics</b> of the person(s) being assessed</li> <li>d. The <b>assessment tool</b> is checked to ensure flexible, fair, safe and cost-effective assessment to occur</li> </ul>
4. Trial assessment procedure	<ul style="list-style-type: none"> <li>a. <b>Assessment methods</b> and tools are trialed with an appropriate sample of people to be assessed</li> <li>b. Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration</li> <li>c. Appropriate adjustments are made to improve the <b>assessment method and tools</b> in light of the trial</li> <li>d. Assessment procedures, including evidence requirements, <b>assessment methods</b> and tools, are ratified with <b>appropriate personnel</b> in the industry / organisation and / or training organisation where applicable</li> </ul>

## Range of Variables

**PLAN ASSESSMENT**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Allowable adjustments</b>	<ul style="list-style-type: none"> <li>a. provision of personal support services (eg, Auslan interpreter, reader, interpreter, attendant carer, scribe)</li> <li>b. use of adaptive technology or special equipment (eg, word processor or lifting gear)</li> <li>c. design of shorter assessment sessions to allow for fatigue or medication</li> <li>d. use of large print version of any papers</li> </ul>
2. <b>Appropriate personnel</b>	<ul style="list-style-type: none"> <li>a. assessors</li> <li>b. person(s) being assessed</li> <li>c. employee/union representatives</li> <li>d. consultative committees</li> <li>e. users of assessment information such as training providers, employers, human resource departments</li> <li>f. state/territory training/recognition authorities</li> <li>g. training and assessment coordinators</li> <li>h. relevant managers/supervisors team leaders</li> <li>i. technical specialists</li> </ul>
3. <b>Appropriate procedure</b>	<ul style="list-style-type: none"> <li>a. the assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in               <ul style="list-style-type: none"> <li>a.1 the industry</li> <li>a.2 the organisation</li> <li>a.3 the Registered Training Organisation</li> <li>a.4 a combination of the above</li> </ul> </li> <li>b. the assessment procedure should specify the following               <ul style="list-style-type: none"> <li>b.1 recording procedure</li> <li>b.2 appeal/review mechanism</li> <li>b.3 assessment methods to be used</li> <li>b.4 instructions/materials to be provided to the person(s) being assessed</li> <li>b.5 criteria for making decisions of competent, or not yet competent</li> <li>b.6 number of assessors</li> <li>b.7 assessment tools</li> <li>b.8 evidence required</li> <li>b.9 location of assessment</li> <li>b.10 timing of assessment</li> <li>b.11 assessment group size</li> <li>b.12 allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed</li> </ul> </li> </ul>
4. <b>Assessment environment and resources</b>	<ul style="list-style-type: none"> <li>a. time</li> <li>b. location</li> <li>c. personnel</li> <li>d. finances/costs</li> <li>e. equipment</li> <li>f. materials</li> <li>g. Occupational Health and Safety requirements</li> <li>h. organisation/industry standard operating procedures.</li> </ul>
5. <b>Assessment methods</b>	<ul style="list-style-type: none"> <li>a. direct observation of performance, products, practical tasks, projects and simulation exercises</li> <li>b. review of log books/or and portfolios of evidence</li> <li>c. consideration of third party reports and authenticated prior</li> </ul>

	<ul style="list-style-type: none"> <li>achievements</li> <li>d. written, oral or computer managed questioning</li> <li>e. these methods may be used in combination in order to provide sufficient evidence to make a judgement</li> </ul>
<b>6. Assessment system</b>	<ul style="list-style-type: none"> <li>a. may be developed by                             <ul style="list-style-type: none"> <li>a.1 the industry through the endorsed Assessment Guidelines component of Training Packages</li> <li>a.2 the organisation</li> <li>a.3 a Registered Training Organisation</li> <li>a.4 a combination of the above</li> </ul> </li> <li>b. should specify                             <ul style="list-style-type: none"> <li>b.1 the purpose of assessment</li> <li>b.2 competencies required of assessors</li> <li>b.3 record keeping procedures and policies</li> <li>b.4 any allowable adjustments to the assessment method which may be made</li> <li>b.5 the appeal/review mechanisms and procedures</li> <li>b.6 the review and evaluation of the assessment process</li> <li>b.7 the linkages between assessment and training qualifications/awards</li> <li>b.8 employee classification</li> <li>b.9 remuneration</li> <li>b.10 progression</li> <li>b.11 relevant policies</li> <li>b.12 quality assurance mechanisms</li> <li>b.13 apportionment of costs/fee (if applicable)</li> <li>b.14 marketing/promotion of assessment</li> <li>b.15 verification arrangements</li> <li>b.16 auspicings arrangements, if applicable</li> <li>b.17 partnership arrangements, if applicable</li> </ul> </li> </ul>
<b>7. Assessment tools</b>	<ul style="list-style-type: none"> <li>a. specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises</li> <li>b. specific instructions to be given in relation to the production of projects and exercises</li> <li>c. sets of verbal/written/computer based questions to be asked</li> <li>d. performance checklists</li> <li>e. log books</li> <li>f. descriptions of competent performance</li> </ul> <p>A number of these tools may be used in combination in order to provide enough evidence to make judgments.</p>
<b>8. Characteristics of persons being assessed</b>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural, language and educational background</li> <li>c. gender</li> <li>d. physical ability</li> <li>e. level of confidence, nervousness or anxiety</li> <li>f. age</li> <li>g. experience in training and assessment</li> <li>h. previous experience with the topic</li> </ul>
<b>9. Specific assessment context</b>	<p>may be determined by</p> <ul style="list-style-type: none"> <li>a. purpose of the assessment such as                             <ul style="list-style-type: none"> <li>a.1 to gain a particular qualification or a license</li> <li>a.2 to determine employee classification</li> <li>a.3 to recognise prior learning/current competencies</li> <li>a.4 to identify training needs or progress</li> </ul> </li> <li>b. location of the assessment such as                             <ul style="list-style-type: none"> <li>b.1 on the job or off the job</li> <li>b.2 combination of both</li> </ul> </li> <li>c. Assessment Guidelines of Training Package or other assessment requirements</li> </ul>

Evidence Guide

**PLAN ASSESSMENT**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of planning assessment in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Provide documentation in relation to                 <ul style="list-style-type: none"> <li>c.1.1 specific assessment context, including the purpose of assessment</li> <li>c.1.2 features of the assessment system</li> <li>c.1.3 characteristics of the person being assessed</li> <li>c.1.4 evidence of competency required</li> <li>c.1.5 plan of opportunities for gathering the evidence required</li> <li>c.1.6 assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed</li> </ul> </li> <li>c.2 Develop assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.</li> <li>c.3 Develop an assessment procedure for the specific context</li> <li>c.4 Provide evidence of the following processes                 <ul style="list-style-type: none"> <li>c.4.1 How the context of assessment was specified</li> <li>c.4.2 How the characteristics of the person(s) being assessed were identified</li> <li>c.4.3 Why a particular assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration</li> <li>c.4.4 How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard</li> <li>c.4.5 How the assessment tool was developed for the specified context</li> <li>c.4.6 How the assessment tool was validated and ratified by appropriate personnel</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 BSZ 402A Conduct assessment</li> <li>c.2 BSZ 403A Review assessment</li> <li>c.3 BSZ 404A Train small groups</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Knowledge of standards of performance including industry or organisation competency standards and assessment guidelines</li> <li>a.2 Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context</li> <li>a.3 Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency</li> </ul> </li> </ul>

	<p>a.4 Knowledge of the Assessment Guidelines of the Training Package “Assessment and Workplace Training”</p> <p>b. Underpinning skills</p> <p>b.1 Skills in the application of various assessment methods, relevant to workplace context</p> <p>b.2 Planning of own work including predicting consequences and identifying improvements</p> <p>b.3 Language, literacy and numeracy skills required to</p> <p>b.3.1 Read and interpret relevant information to plan assessment</p> <p>b.3.2 Give clear and precise information / instructions in spoken or written form</p> <p>b.3.3 Adjust spoken and written language to suit target audience</p> <p>b.3.4 Write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context</p> <p>b.3.5 Prepare required documentation using clear and comprehensible language and layout</p> <p>b.3.6 Calculate and estimate costs</p> <p>b.4 Communication skills appropriate to the culture of the workplace and the individual(s)</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and person(s) wishing to be assessed, any relevant workplace equipment information and appropriate personnel.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real or simulated work environment using competencies relevant to the area of technical expertise</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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	2	2

## BSZ 402A

## CONDUCT ASSESSMENT

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Identify and explain the context of assessment</b>	<ul style="list-style-type: none"> <li>a. The context and purpose of assessment are discussed and confirmed with the person(s) being assessed</li> <li>b. The relevant performance standards to be used in the assessment (eg, current endorsed competency standards for the specific industry) are clearly explained to the person being assessed</li> <li>c. The <b>assessment procedure</b> is clarified and expectations of assessor and learner are agreed</li> <li>d. Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed</li> <li>e. The needs of the person being assessed are determined to establish any <b>allowable adjustments</b> in the <b>assessment procedure</b></li> <li>f. Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed</li> </ul>
2. <b>Plan evidence gathering opportunities</b>	<ul style="list-style-type: none"> <li>a. Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency</li> <li>b. The need to gather additional evidence which may not occur as part of the workplace or training activities are identified</li> <li>c. Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the <b>assessment procedure</b></li> </ul>
3. <b>Organise assessment</b>	<ul style="list-style-type: none"> <li>a. The resources specified in the <b>assessment procedure</b> are obtained and arranged within a safe and accessible <b>assessment environment</b></li> <li>b. <b>Appropriate personnel</b> are informed of the assessment</li> <li>c. Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and <b>appropriate personnel</b></li> </ul>
4. <b>Gather evidence</b>	<ul style="list-style-type: none"> <li>a. Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive <b>assessment environment</b> to gather evidence</li> <li>b. The evidence specified in the <b>assessment procedure</b> is gathered, using the <b>assessment methods</b> and tools</li> <li>c. Evidence is gathered in accordance with specified <b>allowable adjustments</b> where applicable</li> <li>d. The evidence gathered is documented in accordance with the <b>assessment procedure</b></li> </ul>
5. <b>Make the assessment decision</b>	<ul style="list-style-type: none"> <li>a. The evidence is evaluated in terms of               <ul style="list-style-type: none"> <li>a.1 validity</li> <li>a.2 authenticity</li> <li>a.3 sufficiency</li> <li>a.4 currency</li> <li>a.5 consistent achievement of the specified standard</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>b. The evidence is evaluated according to the dimensions of competency               <ul style="list-style-type: none"> <li>b.1 task skills</li> <li>b.2 task management skills</li> <li>b.3 contingency management skills</li> <li>b.4 job/role environment skills</li> <li>b.5 transfer and application of knowledge and skills to new contexts</li> </ul> </li> <li>c. Guidance is sought, when in doubt, from a more experienced assessor(s)</li> <li>d. The assessment decision is made in accordance with the criteria specified in the <b>assessment procedure</b></li> </ul>
<b>6. Record assessment results</b>	<ul style="list-style-type: none"> <li>a. Assessment results are recorded accurately in accordance with the specified record keeping requirements</li> <li>b. Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel</li> </ul>
<b>7. Provide feedback to person being assessed</b>	<ul style="list-style-type: none"> <li>a. Clear and constructive feedback in relation to performance is given to the person(s) being assessed, using language and strategies to suit the person(s) including guidance on further goals/training opportunities</li> <li>b. Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed</li> <li>c. The person(s) being assessed is advised of available reassessment opportunities and/or review/appeal mechanisms where the assessment decision is challenged</li> </ul>
<b>8. Report on the conduct of the assessment</b>	<ul style="list-style-type: none"> <li>a. Positive and negative features experienced in conducting the assessment are reported to those responsible for the <b>assessment procedure</b></li> <li>b. Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure</li> <li>c. Suggestions for improving any aspect of the assessment process are made to <b>appropriate personnel</b></li> </ul>

## Range of Variables

**CONDUCT ASSESSMENT**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. Allowable adjustments	<ul style="list-style-type: none"> <li>a. provision of personal support services (eg, Auslan interpreter, reader, interpreter, attendant carer, scribe)</li> <li>b. use of adaptive technology or special equipment (eg, work processor or lifting gear)</li> <li>c. design of shorter assessment sessions to allow for fatigue or medication</li> <li>d. use of large print version of any papers</li> </ul>
2. Appropriate personnel	<ul style="list-style-type: none"> <li>a. assessors</li> <li>b. person(s) being assessed</li> <li>c. employee/union representatives</li> <li>d. consultative committees</li> <li>e. users of assessment information such as training providers, employers, human resource departments</li> <li>f. state/territory training/recognition authorities</li> <li>g. training and assessment coordinators</li> <li>h. relevant managers/supervisors team leaders</li> <li>i. technical specialists</li> </ul>
3. Assessment environment and resources	<p>to be considered may include</p> <ul style="list-style-type: none"> <li>a. time</li> <li>b. location</li> <li>c. personnel</li> <li>d. finances/costs</li> <li>e. equipment</li> <li>f. materials</li> <li>g. occupational health and safety requirements</li> <li>h. organisation/industry standard operating procedures.</li> </ul>
4. Assessment methods	<ul style="list-style-type: none"> <li>a. work samples and/or simulations</li> <li>b. direct observation of performance, products, practical tasks, projects and simulation exercises</li> <li>c. review of log books and portfolios</li> <li>d. questioning</li> <li>e. consideration of third party reports and authenticated prior achievements</li> <li>f. written, oral or computer managed questioning</li> </ul> <p>These methods may be used in combination in order to provide sufficient evidence to make a judgement</p>
5. Assessment procedures	<ul style="list-style-type: none"> <li>a. the assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in <ul style="list-style-type: none"> <li>a.1 the industry</li> <li>a.2 the organisation</li> <li>a.3 the Registered Training Organisation</li> <li>a.4 a combination of the above</li> </ul> </li> <li>b. the assessment procedure should specify the following <ul style="list-style-type: none"> <li>b.1 recording procedure</li> <li>b.2 appeal/review mechanism</li> <li>b.3 assessment methods to be used</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>b.4 instructions/materials to be provided to the person(s) being assessed</li> <li>b.5 criteria for making decisions of competent, or not yet competent</li> <li>b.6 number of assessors</li> <li>b.7 assessment tools</li> <li>b.8 evidence required</li> <li>b.9 location of assessment</li> <li>b.10 timing of assessment</li> <li>b.11 assessment group size</li> <li>b.12 allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed</li> </ul>
<p><b>6. Assessment reporting</b></p>	<ul style="list-style-type: none"> <li>a. final assessments will record the unit(s) of competency in terms of code, title and endorsement date</li> <li>b. summative assessment reports, where issued, will indicate units of competency where additional learning is required</li> </ul> <p>Statutory and legislative requirements for maintaining records may vary in state/territories</p>
<p><b>7. Assessment system</b></p>	<ul style="list-style-type: none"> <li>a. may be developed by                         <ul style="list-style-type: none"> <li>a.1 the industry through the endorsed Assessment Guidelines component of Training Packages</li> <li>a.2 the organisation</li> <li>a.3 a Registered Training Organisation</li> <li>a.4 a combination of the above</li> </ul> </li> <li>b. should specify                         <ul style="list-style-type: none"> <li>b.1 the purpose of assessment</li> <li>b.2 competencies required of assessors</li> <li>b.3 record keeping procedures and policies</li> <li>b.4 any allowable adjustments to the assessment method which may be made</li> <li>b.5 the appeal/review mechanisms and procedures</li> <li>b.6 the review and evaluation of the assessment process</li> <li>b.7 the linkages between assessment and training qualifications/awards</li> <li>b.8 employee classification</li> <li>b.9 remuneration</li> <li>b.10 progression</li> <li>b.11 relevant policies</li> <li>b.12 quality assurance mechanisms</li> <li>b.13 apportionment of costs/fee (if applicable)</li> <li>b.14 marketing/promotion of assessment</li> <li>b.15 verification arrangements</li> <li>b.16 auspicings arrangements, if applicable</li> <li>b.17 partnership arrangements, if applicable</li> </ul> </li> </ul>
<p><b>8. Assessment tools</b></p>	<ul style="list-style-type: none"> <li>a. specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises</li> <li>b. specific instructions to be given in relation to projects and exercises</li> <li>c. sets of oral/written/computer based questions to be asked</li> <li>d. performance checklists</li> <li>e. log books</li> <li>f. marking guides</li> <li>g. descriptions of competent performance</li> </ul> <p>A number of these tools may be used in combination in order to provide enough evidence to make judgements</p>
<p><b>9. Characteristics of persons being assessed</b></p>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural, language and educational background</li> <li>c. gender</li> <li>d. physical ability</li> <li>e. level of confidence, nervousness or anxiety</li> </ul>

	<ul style="list-style-type: none"> <li>f. age</li> <li>g. experience in training and assessment</li> <li>h. previous experience with the topic</li> </ul>
<b>10. Recording procedures</b>	<ul style="list-style-type: none"> <li>a. forms designed for the specific assessment result (paper or electronic)</li> <li>b. checklists for recording observations/process used (paper or electronic)</li> <li>c. combination of the above</li> </ul>
<b>11. Specific assessment context</b>	<p>may be determined by</p> <ul style="list-style-type: none"> <li>a. purpose of the assessment such as <ul style="list-style-type: none"> <li>a.1 to gain a particular qualification or a license</li> <li>a.2 to determine employee classification</li> <li>a.3 to recognise prior learning/current competencies</li> <li>a.4 to identify training needs or progress</li> </ul> </li> <li>b. location of the assessment such as <ul style="list-style-type: none"> <li>b.1 on the job or off the job</li> <li>b.2 combination of both</li> </ul> </li> <li>c. Assessment Guidelines of the relevant Training Package or other assessment requirements</li> <li>d. features of assessment system</li> </ul>

## Evidence Guide

**CONDUCT ASSESSMENT**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of conducting assessment in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Collect evidence of the following products</p> <p>c.1.1 Describe the assessment context, including the purpose of assessment</p> <p>c.1.2 Source the relevant competency or other performance standard and assessment procedure used</p> <p>c.1.3 Describe how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency</p> <p>c.1.4 Conduct assessment in accordance with competency requirements</p> <p>c.1.5 Record assessment results in accordance with the specified assessment procedure and record keeping requirements</p> <p>c.1.6 Report on the conduct of the assessment including positive and negative features and suggestions for improving any aspect of the assessment process</p> <p>c.2 Provide evidence of the following processes</p> <p>c.2.1 How agreement was sought with the person(s) being assessed on the conduct of the assessment</p> <p>c.2.2 How opportunities to gather evidence were identified as part of workplace or training activities</p> <p>c.2.3 How evidence was gathered in accordance with the assessment procedure</p> <p>c.2.4 How evidence gathering activity covered the dimensions of competency</p> <p>c.2.5 How resources were arranged according to the assessment procedure</p> <p>c.2.6 How appropriate personnel were consulted</p> <p>c.2.7 How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable</p> <p>c.2.8 How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard</p> <p>c.2.9 How the assessment was conducted to ensure that</p> <ul style="list-style-type: none"> <li>- all arrangements and activities were understood by all parties</li> <li>- the person was put at ease and the supportive assessment environment was created</li> <li>- language, literacy and numeracy issues were taken into consideration</li> </ul> <p>c.2.10 How constructive feedback was provided to the person(s) being assessed including instances of not yet competent</p> <p>c.2.11 How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p>

	<ul style="list-style-type: none"> <li>c. 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>c.1 BSZ 401A Plan assessment</li> <li>c.2 BSZ 403A Review assessment</li> <li>c.3 BSZ 404A Train small groups</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                             <ul style="list-style-type: none"> <li>a.1 Knowledge of workplace application of relevant standards of performance including industry or organisation competency standards and assessment guidelines</li> <li>a.2 Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context</li> <li>a.3 Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements</li> <li>a.4 Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency</li> <li>a.5 Assessment Guidelines of the Training Package for Assessment and Workplace Training</li> </ul> </li> <li>b. Underpinning skills                             <ul style="list-style-type: none"> <li>b.1 Planning of own work including predicting consequences and identifying improvements</li> <li>b.2 Skills in the application of various assessment methods/tools, relevant to workplace context</li> <li>b.3 Language, literacy and numeracy skills required to                                     <ul style="list-style-type: none"> <li>b.3.1 give clear and precise instructions and information in spoken or written form</li> <li>b.3.2 seek confirmation of understanding from the person(s) being assessed</li> <li>b.3.3 adjust language to suit target audience</li> <li>b.3.4 prepare required documentation using clear and comprehensive language and layout</li> <li>b.3.5 ask probing questions and listen strategically to understand responses of the person being assessed</li> <li>b.3.6 seek additional information for clarification purposes</li> <li>b.3.7 use verbal and non-verbal language to promote a supportive assessment environment</li> <li>b.3.8 use language of negotiation and conflict resolution to minimise conflict</li> </ul> </li> <li>b.4 Communication skills appropriate to the culture of the workplace and the individual(s)</li> </ul> </li> </ul>
<p><b>4. Resource implications</b></p>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<p><b>5. Consistency in performance</b></p>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.</li> </ul>
<p><b>6. Context for assessment</b></p>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work environment using competencies relevant to the area of technical expertise</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning</li> </ul>

- on “What if?” scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
  - d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	3

**BSZ 403A****REVIEW ASSESSMENT**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers requirements to review assessment procedures in a specific context.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>1. <b>Review of the assessment procedure(s)</b></p>	<p>a. <b>Appropriate personnel</b> are given the opportunity to review the assessment outcomes and procedure using agreed <b>evaluation criteria</b></p> <p>b. The review process established by the enterprise, industry or Registered Training Organisation is followed</p> <p>c. The <b>assessment procedure(s)</b> is reviewed at a specified site in cooperation with person(s) being assessed, and any <b>appropriate personnel</b> in the industry/enterprise/training establishment and/or any agency identified under legislation</p> <p>d. Review activities are documented, findings are substantiated and the review approach evaluated</p>
<p>2. <b>Check consistency of assessment decision</b></p>	<p>a. Evidence from a range of assessments is checked for consistency across the dimensions of competency</p> <p>b. Evidence is checked against the key competencies</p> <p>c. Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon</p>
<p>3. <b>Report review findings</b></p>	<p>a. Recommendations are made to <b>appropriate personnel</b> for modifications to the <b>assessment procedure(s)</b> in light of the review outcomes</p> <p>b. Records are evaluated to determine whether the needs of <b>appropriate personnel</b> have been met</p> <p>c. Effective contributions are made to system-wide reviews of the assessment process and feedback procedures are reviewed</p>

## Range of Variables

**REVIEW ASSESSMENT**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. Allowable adjustments	<ul style="list-style-type: none"> <li>a. provision of personal support services (eg, Auslan interpreter, reader, interpreter, attendant carer, scribe)</li> <li>b. use of adaptive technology or special equipment (eg, word processor or lifting gear)</li> <li>c. design of shorter assessment sessions to allow for fatigue or medication</li> <li>d. use of large print version of any papers</li> </ul>
2. Appropriate personnel	<ul style="list-style-type: none"> <li>a. assessors</li> <li>b. person(s) being assessed</li> <li>c. employee/union representatives</li> <li>d. consultative committees</li> <li>e. users of assessment information such as training providers, employers, human resource departments</li> <li>f. State/Territory Training/Recognition Authorities</li> <li>g. training and assessment coordinators</li> <li>h. relevant managers/supervisors team leaders</li> <li>i. technical specialists</li> </ul>
3. Assessment environment and resources	<p>to be considered</p> <ul style="list-style-type: none"> <li>a. time</li> <li>b. location</li> <li>c. personnel</li> <li>d. finances/costs</li> <li>e. equipment</li> <li>f. materials</li> <li>g. Occupational Health and Safety requirements</li> <li>h. organisation/industry standard operating procedures.</li> </ul>
4. Assessment methods	<p>may include a combination of</p> <ul style="list-style-type: none"> <li>a. work samples and or simulations</li> <li>b. direct observation of performance, products, practical tasks, projects and simulation exercises</li> <li>c. review of log books and portfolios</li> <li>d. questioning</li> <li>e. consideration of third party reports and authenticated prior achievements</li> <li>f. written, oral or computer managed questioning</li> </ul> <p>These methods may be used in combination in order to provide sufficient evidence to make a judgement.</p>
5. Assessment procedure	<ul style="list-style-type: none"> <li>a. the assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in <ul style="list-style-type: none"> <li>a.1 the industry</li> <li>a.2 the organisation</li> <li>a.3 the Registered Training Organisation</li> <li>a.4 a combination of the above</li> </ul> </li> <li>b. the assessment procedure should specify the following <ul style="list-style-type: none"> <li>b.1 recording procedure</li> <li>b.2 appeal/review mechanism</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>b.3 assessment methods to be used</li> <li>b.4 instructions/materials to be provided to the person(s) being assessed</li> <li>b.5 criteria for making decisions of competent, or not yet competent</li> <li>b.6 number of assessors</li> <li>b.7 assessment tools</li> <li>b.8 evidence required</li> <li>b.9 location of assessment</li> <li>b.10 timing of assessment</li> <li>b.11 assessment group size</li> <li>b.12 allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.</li> </ul>
<p><b>6. Assessment system</b></p>	<ul style="list-style-type: none"> <li>a. may be developed by             <ul style="list-style-type: none"> <li>a.1 the industry through the endorsed Assessment Guidelines component of Training Packages</li> <li>a.2 the organisation</li> <li>a.3 a Registered Training Organisation</li> <li>a.4 a combination of the above</li> <li>a.5 should specify</li> </ul> </li> <li>b. the purpose of assessment             <ul style="list-style-type: none"> <li>b.1 competencies required of assessors</li> <li>b.2 record keeping procedures and policies</li> <li>b.3 any allowable adjustments to the assessment method which may be made</li> <li>b.4 the appeal/review mechanisms and procedures</li> <li>b.5 the review and evaluation of the assessment process</li> <li>b.6 the linkages between assessment and training qualifications/awards</li> <li>b.7 employee classification</li> <li>b.8 remuneration</li> <li>b.9 progression</li> <li>b.10 relevant policies</li> <li>b.11 quality assurance mechanisms</li> <li>b.12 apportionment of costs/fee (if applicable)</li> <li>b.13 marketing/promotion of assessment</li> <li>b.14 verification arrangements</li> <li>b.15 auspicing arrangements, if applicable</li> <li>b.16 partnership arrangements, if applicable</li> </ul> </li> </ul>
<p><b>7. Assessment tools</b></p>	<ul style="list-style-type: none"> <li>a. specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises</li> <li>b. specific instructions to be given in relation to the production of projects and exercises</li> <li>c. sets of oral/written/computer base questions to be asked</li> <li>d. performance checklists</li> <li>e. log books</li> <li>f. marking guides</li> <li>g. descriptions of competent performance</li> </ul> <p>A number of these tools may be used in combination in order to provide enough evidence to make judgments</p>
<p><b>8. Characteristics of persons being assessed</b></p>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural and language background</li> <li>c. educational background or general knowledge</li> <li>d. gender</li> <li>e. age</li> <li>f. physical ability</li> <li>g. previous experience with the topic</li> <li>h. level of confidence, nervousness or anxiety</li> <li>i. experience in training and assessment</li> <li>j. work organisation or roster</li> </ul>



<b>9. Evaluation criteria in review process should include</b>	<p>should include</p> <ul style="list-style-type: none"> <li>a. number of persons being assessed</li> <li>b. duration of the assessment procedure</li> <li>c. organisational constraints within which assessors must operate</li> <li>d. occupational health and safety factors</li> <li>e. relationship of the assessor to other appropriate personnel in the assessment process</li> <li>f. frequency of assessment procedure</li> <li>g. budgetary restraints</li> <li>h. information needs of government and other regulatory bodies</li> <li>i. support needs and professional development needs of assessors</li> <li>j. characteristics of persons being assessed</li> <li>k. human resource management implications</li> <li>l. consistency of assessment decisions</li> <li>m. levels of flexibility in the assessment procedure</li> <li>n. fairness of the assessment procedure</li> <li>o. efficiency and effectiveness of the assessment procedure</li> <li>p. competencies achieved by the person(s) being assessed</li> <li>q. difficulties encountered during the planning and conduct of the assessment</li> <li>r. motivation of the person(s) being assessed</li> <li>s. location and resource suitability</li> <li>t. reliability, validity, fairness and flexibility of the assessment tool(s)</li> <li>u. relevance of assessment to specified context</li> <li>v. grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer</li> <li>w. ease of administration</li> <li>x. access and equity considerations</li> <li>y. practicability</li> </ul>
<b>10. Specific assessment context</b>	<p>may be determined by</p> <ul style="list-style-type: none"> <li>a. purpose of the assessment such as <ul style="list-style-type: none"> <li>a.1 to gain a particular qualification or a license</li> <li>a.2 to determine employee classification</li> <li>a.3 to recognise prior learning/current competencies</li> <li>a.4 to identify training needs or progress</li> </ul> </li> <li>b. location of the assessment such as <ul style="list-style-type: none"> <li>b.1 on the job or off the job</li> <li>b.2 combination of both</li> </ul> </li> <li>c. Assessment Guidelines of Training Package or other assessment requirements</li> </ul>

Evidence Guide

**REVIEW ASSESSMENT**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of reviewing assessment in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Collect evidence of the following products:</p> <p>c.1.1 Documented process for the review of the assessment procedure(s)</p> <p>c.1.2 A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modification</p> <p>c.2 Assessment requires evidence of the following processes to be provided</p> <p>c.2.1 How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented</p> <p>c.2.2 Why particular review/evaluation methodologies were chosen</p> <p>c.2.3 How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 BSZ 401A Plan assessment</p> <p>c.2 BSZ 402A Conduct assessment</p> <p>c.3 BSZ 404A Train small groups</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of the review process established by the industry, organisation or training organisation</p> <p>a.2 Knowledge of evaluation methodologies relevant to the assessment context</p> <p>a.3 Relevant standards of performance including industry or organisation competency standards and assessment guidelines</p> <p>a.4 Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements</p> <p>a.5 Knowledge of relevant organisational policies and procedures of the workplace and/or job roll</p> <p>a.6 Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency</p> <p>b. Underpinning skills</p> <p>b.1 Skills in the application of various assessment methods/tools in a relevant workplace context</p> <p>b.2 Planning own work including predicting consequences and identifying improvements</p> <p>b.3 Language, literacy and numeracy skills required to</p> <p>b.3.1 read and interpret review procedures</p> <p>b.3.2 participate in discussions and listen strategically to</p>

	<p>evaluate information critically</p> <p>b.3.3 gather, select and organise findings from a number of sources</p> <p>b.3.4 document findings in summary form, a number of sources document findings in a short report to relevant personnel</p> <p>b.3.5 make recommendations based on findings</p> <p>b.3.6 determine cost effectiveness</p> <p>b.4 Communication skills appropriate to the culture of the workplace and the individual(s)</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures, assessment review mechanisms and assessment decisions, relevant workplace equipment and appropriate personnel.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real or simulated work environment using competencies relevant to the area of technical expertise</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	3	3	3	3

**BSZ 404A****TRAIN SMALL GROUPS**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. <b>Prepare for training</b>	<ul style="list-style-type: none"> <li>a. Specific needs for training are identified and confirmed through consultation with appropriate personnel</li> <li>b. Training objectives are matched to identified competency development needs</li> <li>c. Training approaches are planned and documented</li> </ul>
2. <b>Deliver Training</b>	<ul style="list-style-type: none"> <li>a. Training is conducted in a safe and accessible environment</li> <li>b. Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and <b>resources</b></li> <li>c. <b>Strategies</b> and techniques are employed which facilitate the learning process</li> <li>d. Objectives of the training, sequence of activities and assessment processes are discussed with training participants</li> <li>e. A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)</li> </ul>
3. <b>Provide opportunities for practice</b>	<ul style="list-style-type: none"> <li>a. Practice opportunities are provided to ensure that the participant achieves the components of competency</li> <li>b. Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</li> </ul>
4. <b>Review training</b>	<ul style="list-style-type: none"> <li>a. Participants are encouraged to self evaluate performance and identify areas for improvement</li> <li>b. Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</li> <li>c. Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives</li> <li>d. Training details are recorded according to enterprise and legislative requirements</li> <li>e. Results of evaluation are used to guide further training</li> </ul>

## Range of Variables

**TRAIN SMALL GROUPS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Appropriate personnel</b>	<ul style="list-style-type: none"> <li>a. team leaders/supervisors/technical experts</li> <li>b. managers/employers</li> <li>c. training and assessment coordinators</li> <li>d. training participants</li> <li>e. representative government regulatory bodies</li> <li>f. union/employee representatives</li> <li>g. consultative committees</li> <li>h. assessors</li> </ul>
<b>2. Characteristics of training participant</b>	<p>may include information in relation to</p> <ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural, language and educational background</li> <li>c. gender</li> <li>d. physical ability</li> <li>e. level of confidence, nervousness or anxiety</li> <li>f. age</li> <li>g. experience in training and assessment</li> <li>h. previous experience with the topic</li> </ul>
<b>3. Components of competency</b>	<ul style="list-style-type: none"> <li>a. task skills</li> <li>b. task management skills</li> <li>c. contingency management skills</li> <li>d. job/role environment skills</li> <li>e. transfer and application of skills and knowledge of new contexts</li> </ul>
<b>4. Relevant information to identify training needs</b>	<ul style="list-style-type: none"> <li>a. industry/organisation or other performance competency standards</li> <li>b. endorsed components of relevant industry training package</li> <li>c. industry/workplace training practices</li> <li>d. job descriptions</li> <li>e. results of training needs analysis</li> <li>f. business plans of the organisation which identify skill development requirements</li> <li>g. standard operating and/or other workplace procedures</li> </ul>
<b>5. Resources</b>	<ul style="list-style-type: none"> <li>a. time</li> <li>b. location</li> <li>c. personnel</li> <li>d. finances/costs</li> <li>e. materials/equipment</li> <li>f. Occupational Health and Safety and other workplace requirements</li> <li>g. organisation/industry standard operating procedures.</li> </ul>
<b>6. Strategies and techniques</b>	<ul style="list-style-type: none"> <li>a. active listening</li> <li>b. targeting questioning</li> <li>c. points of clarification</li> <li>d. group discussions</li> </ul>
<b>7. Training delivery methods and opportunities for practice</b>	<ul style="list-style-type: none"> <li>a. presentations</li> <li>b. demonstrations</li> <li>c. explanations</li> <li>d. problem solving</li> </ul>

	<ul style="list-style-type: none"> <li>e. mentoring</li> <li>f. experiential learning</li> <li>g. group work</li> <li>h. on the job coaching</li> <li>i. job rotation</li> <li>j. a combination of the above</li> </ul>
<b>8. Training sessions</b>	<ul style="list-style-type: none"> <li>a. one-to-one demonstration</li> <li>b. small group demonstration (teams, groups)</li> </ul>

## Evidence Guide

**TRAIN SMALL GROUPS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of training small groups in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Collect evidence of the following products</p> <p>c.1.1 Description of the specific training need and required competency outcomes</p> <p>c.1.2 Outline of the training approach and steps to be followed</p> <p>c.1.3 Description of training participant(s) and delivery method(s) to be used</p> <p>c.1.4 Specific resources required</p> <p>c.1.5 Outline of the evidence to be collected for monitoring training participant progress</p> <p>c.1.6 Trainers self assessment of training delivery</p> <p>c.1.7 Participant evaluation of training delivery</p> <p>c.1.8 Evaluation of review comments against plan of training</p> <p>c.1.9 Records/documentation for monitoring progress of training participant(s)</p> <p>Evidence may be collected using proformas or template</p> <p>c.2 Provide evidence of the following processes</p> <p>c.2.1 How the specific training need was determined</p> <p>c.2.2 How the sequence of the training was determined</p> <p>c.2.3 How appropriate personnel were identified</p> <p>c.2.4 Why particular delivery method(s) were selected</p> <p>c.2.5 How the characteristics of training participant(s) are identified</p> <p>c.2.6 How the resource requirements were established</p> <p>c.2.7 How participant progress was monitored</p> <p>c.2.8 Why and how the training resources were selected</p> <p>c.2.9 How appropriate personnel confirmed training arrangements</p> <p>c.2.10 How participant(s) were informed of</p> <ul style="list-style-type: none"> <li>- Intended training outcomes</li> <li>- Competencies to be achieved</li> <li>- On and/or off the job practice opportunities</li> <li>- Benefits of practices</li> <li>- Learning activities and tasks</li> <li>- Assessment tasks and requirements</li> </ul> <p>Evidence may be provided verbally or in written form</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 BSZ 401A Plan assessment</p> <p>c.2 BSZ 402A Conduct assessment</p> <p>c.3 BSZ 403A Review assessment</p>

<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge                      a.1 Competency in the units being taught                      a.2 Workplace application of the relevant competencies                      a.3 Identification of evidence of competency                      a.4 Planning of own work including predicting consequences and identifying improvements                      a.5 Application of relevant workplace policies (eg, Occupational Health and Safety and Equal Employment Opportunity) and any relevant legislative or regulatory requirements</p> <p>b. Underpinning skills                      b.1 Correct use of equipment, and any other processes and procedures appropriate for the training                      b.2 Ethical handling of performance issues                      b.3 Language, literacy and numeracy skills required to                      b.3.1 Conduct discussion and ask probing questions to review the training                      b.3.2 Gather information (in spoken or written form) for review purposes                      b.3.3 Make verbal recommendations for delivery of future training                      b.3.4 Adjust language to suit target audience (training participant/appropriate personnel)                      b.3.5 Complete records on training                      b.3.6 Provide verbal feedback and report on training outcomes                      b.3.7 Follow and model examples of written texts                      b.3.8 Promote training in verbal or written form                      b.4 Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to records system for training, information, training participants and supervisory staff (where appropriate)                      b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real or simulated work environment using competencies relevant to the area of technical expertise                      b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" Scenarios                      c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes                      d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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



**BSZ 405A****PLAN AND PROMOTE A TRAINING PROGRAM**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirement for persons to plan a training program. This involves identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Identify the competency needs</b>	<ul style="list-style-type: none"> <li>a. The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client</li> <li>b. Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel</li> <li>c. Gaps between the required competencies and current competencies of the target group are determined</li> <li>d. Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods</li> </ul>
<b>2. Document training program requirements</b>	<ul style="list-style-type: none"> <li>a. Training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance</li> <li>b. Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies</li> <li>c. Available training programs and resources are customised to meet specific client needs, where required</li> <li>d. Appropriate grouping of activities is identified to support formative and summative assessments</li> <li>e. Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy and specified in documentation</li> <li>f. Methods of supporting and guiding participants within the target group are identified and specified</li> </ul>
<b>3. Identify program resources</b>	<ul style="list-style-type: none"> <li>a. Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants' characteristics</li> <li>b. Safe and accessible training environment is identified and arranged to support the development of competencies</li> <li>c. Arrangements are made with personnel required to support the training program</li> <li>d. A register of training resources is maintained and held in an accessible form</li> </ul>
<b>4. Promote training</b>	<ul style="list-style-type: none"> <li>a. Advice on the development of the training program is provided to the appropriate personnel</li> <li>b. Information on planned training events is made widely available, utilising a variety of methods</li> <li>c. Promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel</li> </ul>

## Range of Variables

**PLAN AND PROMOTE A TRAINING PROGRAM**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Appropriate personnel</b>	<ul style="list-style-type: none"> <li>a. team leaders/supervisors/managers/employers</li> <li>b. participant/employee/learner</li> <li>c. technical and subject experts including, language, literacy, numeracy specialists</li> <li>d. government regulatory bodies</li> <li>e. union/employee representatives</li> <li>f. consultative committees</li> <li>g. users of training information such as training providers, employers, human resource departments and State/Territory Training/Recognition Authorities</li> <li>h. assessment/training partners</li> <li>i. trainers/teachers and assessors</li> </ul>
2. <b>Characteristics of participants</b>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural and language background</li> <li>c. educational background or general knowledge</li> <li>d. gender</li> <li>e. age</li> <li>f. physical disability</li> <li>g. previous experience with the topic</li> <li>h. experience in training and assessment</li> <li>i. level of confidence, nervousness or anxiety</li> </ul>
3. <b>Client needs</b>	<ul style="list-style-type: none"> <li>a. increased productivity</li> <li>b. increased organisation profitability</li> <li>c. attainment of specified industry or organisation competencies</li> <li>d. achievement of community priorities</li> <li>e. achievement of government priorities</li> </ul>
4. <b>Clients</b>	<ul style="list-style-type: none"> <li>a. a department/division</li> <li>b. a work area</li> <li>c. an enterprise or organisation</li> </ul>
5. <b>Information on the required competencies</b>	<p>may be collected from</p> <ul style="list-style-type: none"> <li>a. industry/organisation competency standards</li> <li>b. licensing requirements</li> <li>c. standard operating procedures</li> <li>d. job descriptions</li> <li>e. discussions with client group</li> <li>f. organisation skill audit reports</li> <li>g. industry skill audit reports</li> <li>h. benchmarking reports</li> <li>i. industry publications or reports</li> <li>j. government reports</li> <li>k. market needs analysis reports</li> </ul>
6. <b>Target group competencies</b>	<p>may be identified by</p> <ul style="list-style-type: none"> <li>a. matching organisation/client needs to available national industry training packages</li> <li>b. reports on assessment of competencies</li> <li>c. organisation training and assessment record keeping system</li> <li>d. self, peer or supervisor reports</li> </ul>

<b>7. Training delivery methods</b>	<ul style="list-style-type: none"> <li>a. face to face</li> <li>b. distance learning</li> <li>c. lock step, partly self paced, all self paced</li> <li>d. trainer centred, participant centred</li> <li>e. real time, time independent</li> <li>f. place dependent, place independent</li> <li>g. interactive (eg, audio or video conferencing, computer assisted, discussion)</li> <li>h. mentoring</li> <li>i. active learning</li> <li>j. coaching</li> </ul>
<b>8. Training materials</b>	<ul style="list-style-type: none"> <li>a. non-endorsed components of a training package</li> <li>b. work books</li> <li>c. workshop guides</li> <li>d. background reading materials/documents</li> <li>e. handouts</li> <li>f. industry/organisation competency standards</li> <li>g. supportive policies and legislation</li> <li>h. specific language, literacy and numeracy support material</li> </ul>
<b>9. Training</b>	<ul style="list-style-type: none"> <li>a. on the job</li> <li>b. in a simulated setting</li> <li>c. in a training organisation</li> <li>d. in a combination of locations to suit the units of competency being learned and/or assessed</li> <li>e. in a single site or multi-site operation</li> </ul>
<b>10. Training program</b>	<ul style="list-style-type: none"> <li>a. a collection training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group may include: <ul style="list-style-type: none"> <li>a.1 employee groups (eg, particular classification of work area, female employees)</li> </ul> </li> <li>b. groups or individuals with special training and/or recognition needs may be based on <ul style="list-style-type: none"> <li>b.1 national industry training packages</li> <li>b.2 organisation training packages</li> <li>b.3 agreed curriculum</li> <li>b.4 international standards</li> </ul> </li> </ul>
<b>11. Training program delivery</b>	<ul style="list-style-type: none"> <li>a. organisation workplace based delivery</li> <li>b. training provider based delivery</li> <li>c. community based delivery</li> <li>d. school based delivery</li> <li>e. international programs</li> <li>f. combination of the above</li> </ul>
<b>12. Training support</b>	<ul style="list-style-type: none"> <li>a. technical experts (including particular subject and language and literacy specialists)</li> <li>b. equipment</li> <li>c. team leaders/supervisors/managers/employers</li> <li>d. organisations</li> <li>e. assessment/training partners</li> <li>f. trainers/teachers and assessors</li> <li>g. training and assessment coordinators</li> </ul>
<b>13. Variables for achieving competency</b>	<ul style="list-style-type: none"> <li>a. characteristics of training participants</li> <li>b. resources (time, location, space, people and costs)</li> <li>c. language, literacy and numeracy issues</li> </ul>

Evidence Guide

**PLAN AND PROMOTE A TRAINING PROGRAM**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of planning and promoting a training program in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                 <ul style="list-style-type: none"> <li>c.1.1 Description of client, target group and appropriate personnel throughout the program development phase</li> <li>c.1.2 Analysis of training needs of target group</li> <li>c.1.3 Documentation of consultations with appropriate personnel throughout the program development phase</li> <li>c.1.4 Outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals</li> <li>c.1.5 Documentation on training resources and any other requirements for the training program</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided                 <ul style="list-style-type: none"> <li>c.2.1 How client, target group and appropriate personnel were identified</li> <li>c.2.2 How required competencies were determined to meet the client needs</li> <li>c.2.3 Why there is a need for training as opposed to other non-training alternatives</li> <li>c.2.4 How the need for training was verified with appropriate personnel</li> <li>c.2.5 How appropriate personnel approved training program resources</li> <li>c.2.6 How language, literacy and numeracy issues were taken into consideration in the planning process</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Understanding Assessment and Workplace Training Competency Standards and Assessment Guidelines</li> <li>a.2 Relevant competency standards, including industry or organisation standards of performance</li> <li>a.3 Relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework</li> <li>a.4 Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements (eg, Occupational Health and Safety and anti-discrimination regulations)</li> <li>a.5 Competency in unit(s) of competency relevant to the training program</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>a.6 Understanding of the principles of adult learning and competency based training as applied to the target group and client</li> <li>a.7 Identification and correct use of equipment, processes and procedures relevant to competencies</li> <li>a.8 Knowledge of methods of training needs analysis and planning</li> <li>a.9 Sources of assistance for participants requiring language or other particular training support</li> <li>a.10 Planning own work including predicting consequences and identifying improvements</li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Language, literacy and numeracy skills required to:                 <ul style="list-style-type: none"> <li>b.1.1 Collect, summarise and interpret relevant information to plan a program</li> <li>b.1.2 Communicate in spoken and written form with a range of people in the specified training context</li> <li>b.1.3 Adjust spoken and written language to suit audience</li> <li>b.1.4 Prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout</li> <li>b.1.5 Calculate and estimate costs, time and length of training programs</li> </ul> </li> <li>b.2 Awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of language, literacy and numeracy with technical training</li> <li>b.3 Communication skills appropriate to the culture of the workplace, appropriate personnel and target group</li> </ul> </li> </ul>
<p><b>4. Resource implications</b></p>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to target group, potential opportunities to identify training needs of a target group, and relevant competencies or other standards of performance and resources</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<p><b>5. Consistency in performance</b></p>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time and in a range of contexts, and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.</li> </ul>
<p><b>6. Context for assessment</b></p>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	3

**BSZ 406A****PLAN A SERIES OF TRAINING SESSIONS**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirement for persons who implement a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. <b>Identify training requirements</b>	<ul style="list-style-type: none"> <li>a. Current competencies of the target group are identified</li> <li>b. Relevant training package documentation or approved training course documentation is obtained where applicable</li> <li>c. Qualification requirements, competencies and/or other performance standards to be attained are interpreted</li> <li>d. Training requirements are identified from the gap between the required competencies and the current competencies of the target group</li> <li>e. Training requirements are confirmed with appropriate personnel</li> </ul>
2. <b>Develop outlines of training sessions</b>	<ul style="list-style-type: none"> <li>a. The training program goals, outcomes, performance and underpinning knowledge requirements are identified</li> <li>b. The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed</li> <li>c. A range of training delivery methods are identified which are appropriate for:               <ul style="list-style-type: none"> <li>c.1 the competencies to be achieved</li> <li>c.2 training program's goals</li> <li>c.3 characteristics of training participants</li> <li>c.4 language, literacy and numeracy skill level of training participants</li> <li>c.5 availability of equipment and resources</li> <li>c.6 industry/organisation contexts and requirements</li> </ul> </li> <li>d. Training session outlines are mapped against required competencies and deficiencies are identified and addressed</li> <li>e. Special requirements for resources, particular practice requirements and training experiences are documented</li> <li>f. Methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified</li> </ul>
3. <b>Develop training materials</b>	<ul style="list-style-type: none"> <li>a. Available materials to support the training program are checked for relevance and appropriateness in terms of the language, style, characteristics of training participants and copyright</li> <li>b. Existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery of the setting</li> <li>c. Instructions for use of learning materials and any required equipment are provided</li> <li>d. Copyright laws are observed</li> <li>e. Training resource costs are identified and approvals are obtained from appropriate personnel</li> <li>f. Documentation, resources and materials developed or used are clear and comprehensible</li> </ul>
4. <b>Develop training sessions</b>	<ul style="list-style-type: none"> <li>a. Training session plans are developed to meet the goals of the training program</li> <li>b. Training session plans specify session planned outcomes</li> <li>c. Opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant</li> </ul>

	<p>competencies in practice</p> <ul style="list-style-type: none"> <li>d. Session plans identify delivery methods which are appropriate for:             <ul style="list-style-type: none"> <li>d.1 the competency to be achieved</li> <li>d.2 training program's goals</li> <li>d.3 training participants' characteristics</li> <li>d.4 language, literacy and numeracy skill level of training participants</li> <li>d.5 learning resources and facilities to be used</li> <li>d.6 equipment and consumable resources available</li> <li>d.7 industry/organisation/workplace contexts and requirements</li> <li>d.8 each outlined training session</li> </ul> </li> <li>e. Training sessions are designed to measure participant progress towards the program goals</li> <li>f. Sequence and timing of the training sessions are documented</li> </ul>
<p><b>5. Arrange resources</b></p>	<ul style="list-style-type: none"> <li>a. Resources required for the training sessions are identified and, where special access is required approved by appropriate personnel</li> <li>b. Appropriate training locations are identified and arranged</li> <li>c. Arrangements are made with (any) additional personnel required to support the training program</li> <li>d. The training environment arranged is safe, accessible and suitable for acquisition of the identified competencies</li> <li>e. Learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form</li> </ul>

## Range of Variables

## PLAN A SERIES OF TRAINING SESSIONS

VARIABLE STATEMENT	CATEGORIES
1. <b>Appropriate personnel</b>	<ul style="list-style-type: none"> <li>a. team leaders/supervisors/managers/employers</li> <li>b. participant/employee/learner</li> <li>c. technical and subject experts including, language, literacy, numeracy specialists</li> <li>d. government regulatory bodies</li> <li>e. union/employee representatives</li> <li>f. consultative committees</li> <li>g. users of training information such as training providers, employers, human resource departments</li> <li>h. State/Territory Training/Recognition Authorities</li> <li>i. assessment/training partners</li> <li>j. trainers/teachers and assessors</li> </ul>
2. <b>Characteristics of participants</b>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural and language background</li> <li>c. educational background or general knowledge</li> <li>d. gender</li> <li>e. age</li> <li>f. physical ability</li> <li>g. previous experience with the topic</li> <li>h. experience in training and assessment</li> <li>i. level of confidence, nervousness or anxiety</li> <li>j. work organisation or roster</li> </ul>
3. <b>Practice opportunities</b>	<ul style="list-style-type: none"> <li>a. on-the-job</li> <li>b. off-the-job but located in the participant's workplace</li> <li>c. off-the-job in a special demonstration area</li> <li>d. off-the-job in an external training room</li> <li>e. work/field placements</li> <li>f. job rotation</li> <li>g. or a combination of the above</li> </ul>
4. <b>Target group competencies</b>	<p>may be identified by</p> <ul style="list-style-type: none"> <li>a. reports on assessment of competencies</li> <li>b. content analysis of curriculum vitae</li> <li>c. organisation training and assessment record keeping system</li> <li>d. industry training and assessment recording system</li> <li>e. self, peer or supervisor reports</li> </ul>
5. <b>Training activities and tasks</b>	<ul style="list-style-type: none"> <li>a. oral presentations</li> <li>b. simulation activities</li> <li>c. project work</li> <li>d. group activities</li> <li>e. practical demonstrations</li> <li>f. assignments</li> <li>g. laboratory work</li> <li>h. shadowing, coaching, mentoring</li> <li>i. computer based learning</li> <li>j. role plays</li> <li>k. interviews</li> <li>l. discussion groups</li> </ul>



	<ul style="list-style-type: none"> <li>m. surveys</li> <li>n. action learning</li> <li>o. on the job learning</li> <li>p. off the job learning</li> <li>q. practical placements</li> </ul>
<b>6. Training delivery methods</b>	<ul style="list-style-type: none"> <li>a. face-to-face</li> <li>b. distance</li> <li>c. lock step, partly self paced, all self paced</li> <li>d. trainer centred, participant centred</li> <li>e. real time, time independent</li> <li>f. place dependent, place independent</li> <li>g. interactive (eg, audio or video conferencing, computer assisted, discussion)</li> </ul>
<b>7. Training materials</b>	<ul style="list-style-type: none"> <li>a. non-endorsed components of an industry training package</li> <li>b. work books</li> <li>c. language, literacy and numeracy support/integrated training materials</li> <li>d. workshop guides</li> <li>e. background reading materials/documents</li> <li>f. handouts</li> <li>g. industry/organisation competency standards</li> <li>h. supportive policies and legislation</li> </ul>
<b>8. Training</b>	<p>may be conducted</p> <ul style="list-style-type: none"> <li>a. on the job</li> <li>b. in a simulated setting</li> <li>c. in a training organisation</li> <li>d. in a combination of locations to suit the units of competency being learned and/or assessed</li> <li>e. in a single site or multi-site operation</li> <li>f. in a work environment</li> </ul>
<b>9. Training program</b>	<p>may include</p> <ul style="list-style-type: none"> <li>a. a collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group may include: <ul style="list-style-type: none"> <li>a.1 employee groups (eg, particular classification of work area, female employees)</li> <li>a.2 groups or individuals with special training and/or recognition needs</li> </ul> </li> <li>b. may be based on <ul style="list-style-type: none"> <li>b.1 national industry training packages</li> <li>b.2 organisation training packages</li> <li>b.3 national, state and local curriculum</li> <li>b.4 organisation based standards, standards of performance or curriculum</li> <li>b.5 international standards</li> <li>b.6 international programs</li> </ul> </li> </ul>
<b>10. Training programs</b>	<p>may involve</p> <ul style="list-style-type: none"> <li>a. organisation based delivery</li> <li>b. provider based delivery <ul style="list-style-type: none"> <li>b.1 fee for service</li> <li>b.2 local, state or national curricula</li> </ul> </li> <li>c. community based delivery</li> <li>d. school based delivery</li> <li>e. international programs</li> <li>f. combination of the above</li> </ul>
<b>11. Training sessions</b>	<ul style="list-style-type: none"> <li>a. theory</li> <li>b. demonstration</li> <li>c. combination of the two</li> </ul>

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<b>12. Training support</b>	<ul style="list-style-type: none"><li>a. technical and subject experts</li><li>b. language and literacy specialists</li><li>c. team leaders/supervisors/managers/employers</li><li>d. specific organisations</li><li>e. assessment/training partners</li><li>f. trainers/teachers and assessors</li><li>g. training and assessment coordinators</li></ul>
<b>13. Variables for achieving competency</b>	<ul style="list-style-type: none"><li>a. characteristics of training participants</li><li>b. resources (time, location, space, people and costs)</li><li>c. language, literacy and numeracy issues</li></ul>

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Evidence Guide

**PLAN A SERIES OF TRAINING SESSIONS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of planning a series of training sessions in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                 <ul style="list-style-type: none"> <li>c.1.1 Description of target group, characteristics of training participants and appropriate personnel</li> <li>c.1.2 Outline of training program requirements to deliver training sessions, including any variables to meet the characteristics of training participants</li> <li>c.1.3 Training session plans</li> <li>c.1.4 Samples of training materials</li> <li>c.1.5 Documentation of resources, assessment procedures and support needed in training delivery</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided                 <ul style="list-style-type: none"> <li>c.2.1 How appropriate personnel were consulted</li> <li>c.2.2 How consultation took place with appropriate personnel and how the session plans meet competency requirements and characteristics of training participants</li> <li>c.2.3 How the training was made accessible and effective for all training participants</li> <li>c.2.4 How training materials and resources were selected</li> <li>c.2.5 How training materials were prepared</li> <li>c.2.6 Why training methods of delivery were selected</li> <li>c.2.7 How/why training delivery was modified</li> <li>c.2.8 How language, literacy and numeracy issues were taken into consideration in the planning process</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Understanding Assessment and Workplace Training Competency Standards and Assessment Guidelines</li> <li>a.2 Relevant competency standards, including industry or organisation standards of performance</li> <li>a.3 Relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework</li> <li>a.4 Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements (eg, Occupational Health and Safety and anti-discrimination regulations)</li> <li>a.5 Competency in unit(s) of competency relevant to the training program</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>a.6 Understanding of the principles of adult learning and competency based training</li> <li>a.7 Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies</li> <li>a.8 Knowledge of methods of training needs analysis and planning</li> <li>a.9 Sources of assistance for participants requiring language or other particular training support</li> <li>a.10 Planning own work including predicting consequences and identifying improvements</li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Language, literacy and numeracy skills to:                 <ul style="list-style-type: none"> <li>b.1.1 collect, summarise and interpret relevant information to plan a series of programs</li> <li>b.1.2 communicate in spoken and written form with a range of people in a specified training context</li> <li>b.1.3 adjust spoken and written language to suit audience</li> <li>b.1.4 prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout</li> <li>b.1.5 calculate and estimate costs, time and length of training sessions</li> </ul> </li> <li>b.2 Awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of language, literacy and numeracy with technical training</li> <li>b.3 Application of cultural understanding in the context of training and assessment</li> </ul> </li> </ul>
<p><b>4. Resource implications</b></p>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to target group and competency training program including relevant standards and resources</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<p><b>5. Consistency in performance</b></p>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time, on multiple occasions, and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence</li> </ul>
<p><b>6. Context for assessment</b></p>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	3

**BSZ 407A****DELIVER TRAINING SESSIONS**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for a person to deliver training sessions as part of a training program.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Prepare training participants</b>	<ul style="list-style-type: none"> <li>a. Training program goals and training session outcomes are explained to, and discussed with, training participants</li> <li>b. The training program workplace applications, training activities and tasks are explained and confirmed with the training participants</li> <li>c. Needs of training participants for competency acquisition are identified</li> <li>d. The series of training sessions for the training program are explained to training participants</li> <li>e. Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants</li> <li>f. Language is adjusted to suit the training participants and strategies/techniques (eg paraphrasing and questioning) are employed to confirm understanding</li> </ul>
<b>2. Present training session</b>	<ul style="list-style-type: none"> <li>a. Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies</li> <li>b. Presentation of training and design of learning activities emphasise and reinforce the components of competency               <ul style="list-style-type: none"> <li>b.1 task skills</li> <li>b.2 task management skills</li> <li>b.3 contingency management skills</li> <li>b.4 job/role environment skills</li> <li>b.5 transfer and application skills and knowledge to new contexts</li> </ul> </li> <li>c. Presentation and training delivery methods provide variety, encourage participation and reinforce competencies</li> <li>d. Spoken language and communication strategies/techniques are used strategically to encourage participation and to achieve the outcomes of training sessions</li> <li>e. Training sessions are reviewed and modified as necessary to meet training participants' needs</li> </ul>
<b>3. Facilitate individual and group learning</b>	<ul style="list-style-type: none"> <li>a. The requirements for the effective participation in the learning process are explained</li> <li>b. Timely information and advice is given to training participants during training sessions</li> <li>c. Training presentations are enhanced with the use of appropriate training resources</li> <li>d. Clear and accurate information is presented in a sequence to foster competency development</li> <li>e. Language is adjusted to suit training participants</li> <li>f. Training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages</li> <li>g. Training equipment and materials are used in a way that enhances learning</li> <li>h. Supplementary information is provided to enhance and clarify understanding as required by individuals or the group</li> <li>i. Key points are summarised at appropriate times to reinforce learning</li> <li>j. Individual learning and group dynamics are monitored and managed to achieve program goals</li> </ul>

<p><b>4. Provide opportunities for practice and feedback</b></p>	<p>k. Language, literacy and numeracy issues are taken into account to facilitate learning by training participants</p> <hr/> <p>a. Process, rationale and benefits of practice of competency are discussed with training participants</p> <p>b. Practice opportunities are provided to match:</p> <p>b.1 specific competencies to be achieved</p> <p>b.2 context of the training program</p> <p>b.3 specific outcomes of the training session</p> <p>c. Training participants' readiness for assessment is monitored and discussed with participants</p> <p>d. Constructive feedback and reinforcement are provided through further training and/or practice opportunities</p>
<p><b>5. Review delivery of training session</b></p>	<p>a. Training participant review of training delivery is sought</p> <p>b. The delivery of training session is discussed with appropriate personnel at appropriate times</p> <p>c. Trainer self assesses training delivery against program goals, session plans and Assessment and Workplace Training Competency Standards</p> <p>d. The reactions of relevant personnel to the delivery are sought and discussed at appropriate times</p> <p>e. Adjustments to delivery, presentation and training are considered and incorporated</p>

## Range of Variables

**DELIVER TRAINING SESSIONS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Appropriate personnel</b>	<ul style="list-style-type: none"> <li>a. team leaders/supervisors/managers/employers</li> <li>b. participant/employee/learner</li> <li>c. technical and subject experts including, language, literacy, numeracy specialists</li> <li>d. government regulatory bodies</li> <li>e. union/employee representatives</li> <li>f. consultative committees</li> <li>g. users of training information such as training providers, employers, human resource departments</li> <li>h. State/Territory Training/Recognition Authorities</li> <li>i. trainers/teachers and assessors</li> </ul>
2. <b>Characteristics of participants</b>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural and language background</li> <li>c. educational background or general knowledge</li> <li>d. gender</li> <li>e. age</li> <li>f. physical ability</li> <li>g. previous experience with the topic</li> <li>h. experience in training and assessment</li> <li>i. level of confidence, nervousness or anxiety</li> </ul>
3. <b>Practice opportunities</b>	<ul style="list-style-type: none"> <li>a. on-the-job</li> <li>b. off-the-job but located in participant's workplace</li> <li>c. off-the-job in a special demonstration area</li> <li>d. off-the-job in an external training room</li> <li>e. work/field placements</li> <li>f. job rotation</li> <li>g. or a combination of the above</li> </ul>
4. <b>Target group's competencies</b>	<p>may be identified by</p> <ul style="list-style-type: none"> <li>a. reports on assessment of competencies</li> <li>b. content analysis of curriculum vitae</li> <li>c. organisation training and assessment record keeping system</li> <li>d. industry training and assessment recording system</li> <li>e. self, peer or supervisor reports</li> </ul>
5. <b>Training activities and tasks</b>	<ul style="list-style-type: none"> <li>a. oral presentations</li> <li>b. simulation activities</li> <li>c. project work</li> <li>d. group activities</li> <li>e. practical demonstrations</li> <li>f. assignments</li> <li>g. laboratory work</li> <li>h. shadowing, coaching, mentoring</li> <li>i. computer based learning</li> <li>j. role plays</li> <li>k. interviews</li> <li>l. discussion groups</li> <li>m. surveys</li> <li>n. action learning</li> </ul>

	<ul style="list-style-type: none"> <li>o. on-the-job learning</li> <li>p. off-the-job learning</li> <li>q. practical placements</li> </ul>
<b>6. Training delivery methods</b>	<ul style="list-style-type: none"> <li>a. face-to-face</li> <li>b. distance</li> <li>c. lock step, partly self paced, all self paced</li> <li>d. trainer centred, participant centred</li> <li>e. real time, time independent</li> <li>f. place dependent, place independent</li> <li>g. interactive (eg, audio or video conferencing, computer assisted, discussion)</li> </ul>
<b>7. Training materials</b>	<ul style="list-style-type: none"> <li>a. non-endorsed components of an industry training package</li> <li>b. work books</li> <li>c. workshop guides</li> <li>d. background reading materials/documents</li> <li>e. handouts</li> <li>f. industry/organisation competency standards</li> <li>g. supportive policies and legislation</li> </ul>
<b>8. Training program</b>	<ul style="list-style-type: none"> <li>a. a collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group may include:                             <ul style="list-style-type: none"> <li>a.1 employee groups (eg, particular classification of work area, female employees)</li> <li>a.2 groups or individuals with special training and/or recognition needs</li> </ul> </li> <li>b. may be based on                             <ul style="list-style-type: none"> <li>b.1 national industry training packages</li> <li>b.2 organisation training packages</li> <li>b.3 national, state and local curriculum</li> <li>b.4 organisation based standards, standards of performance or curriculum</li> <li>b.5 international standards</li> <li>b.6 international programs</li> </ul> </li> </ul>
<b>9. Training programs</b>	<p>may involve</p> <ul style="list-style-type: none"> <li>a. organisation based delivery</li> <li>b. provider based delivery                             <ul style="list-style-type: none"> <li>b.1 fee for service</li> <li>b.2 local, state or national curricula</li> </ul> </li> <li>c. community based delivery</li> <li>d. school based delivery</li> <li>e. international programs</li> <li>f. combination of the above</li> </ul>
<b>10. Training sessions</b>	<ul style="list-style-type: none"> <li>a. theory</li> <li>b. demonstration</li> <li>c. combination of the two</li> </ul>



Evidence Guide

**DELIVER TRAINING SESSIONS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of delivering training sessions in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                 <ul style="list-style-type: none"> <li>c.1.1 Delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements</li> <li>c.1.2 Training materials and resources</li> <li>c.1.3 Trainers self assessment of their own training delivery</li> <li>c.1.4 Documentation on reaction of appropriate personnel and training participants to delivery of training sessions</li> <li>c.1.5 Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided:                 <ul style="list-style-type: none"> <li>c.2.1 How training participants were informed of the:                     <ul style="list-style-type: none"> <li>- program's goals</li> <li>- competencies to be achieved</li> <li>- training session outcomes</li> <li>- on and/or off the job practice opportunities</li> <li>- benefits of practice</li> <li>- training activities and tasks</li> <li>- assessment tasks and requirements</li> </ul> </li> <li>c.2.2 How the delivery of the training was conducted to ensure that:                     <ul style="list-style-type: none"> <li>- training participants were involved in the sessions</li> <li>- language, literacy and numeracy issues were taken into consideration</li> </ul> </li> <li>c.2.3 Why particular resource materials were selected</li> <li>c.2.4 How the characteristics of training participants were identified and addressed</li> <li>c.2.5 How readiness for assessment was determined and confirmed with training participants</li> <li>c.2.6 How constructive feedback was provided to the target group about their progress toward the program's goals</li> <li>c.2.7 How the group operated in terms of processes and dynamics</li> <li>c.2.8 How feedback from target group was received and program adjusted</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>

<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                             <ul style="list-style-type: none"> <li>a.1 Knowledge of Assessment and Workplace Training Competency Standards and Assessment Guidelines</li> <li>a.2 Relevant competency standards including industry or organisation standards</li> <li>a.3 Relationships of competencies to industrial agreements, classification systems and the Australian Qualifications Framework</li> <li>a.4 Relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements (eg, occupational health and safety and anti-discrimination regulations)</li> <li>a.5 Competency in unit(s) of competency relevant to the training program</li> <li>a.6 Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies</li> <li>a.7 Understanding of the principles of adult learning and competency based training as applied to target group</li> <li>a.8 Design and/or customisation of effective learning resources</li> <li>a.9 Requirements for compliance with copyright law for resources used in training</li> </ul> </li> <li>b. Underpinning skills                             <ul style="list-style-type: none"> <li>b.1 Skills in facilitating group and individual learning in specific contexts</li> <li>b.2 Knowledge of training delivery methods/strategies</li> <li>b.3 Skills in the design of activities and tasks to facilitate learning in specific contexts</li> <li>b.4 Sources of assistance for participants requiring language or other particular training support</li> <li>b.5 Planning own work including predicting consequences and identifying improvements</li> <li>b.6 Language, literacy and numeracy skills to:                                     <ul style="list-style-type: none"> <li>b.6.1 present information in a clear, logical and coherent manner</li> <li>b.6.2 present technical information using language which mirrors the language used to perform the task or skill in the relevant work context</li> <li>b.6.3 adjust spoken and written language to suit audience</li> <li>b.6.4 employ interaction strategies and techniques (eg, probing questioning, active listening, constructive feedback) to encourage participation</li> <li>b.6.5 prepare learning resources and materials using language and layout features to suit intended audience</li> </ul> </li> <li>b.7 Awareness of language, literacy and numeracy issues and principles in the context of training and assessment, including the integration of language, literacy and numeracy with technical training</li> <li>b.8 Communication skills appropriate to the culture of the workplace, appropriate personnel and target group</li> </ul> </li> </ul>
<p><b>4. Resource implications</b></p>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to: training program, training session plans, requisite training locations and materials and target groups for training</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<p><b>5. Consistency in performance</b></p>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time, on multiple occasions, and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence</li> </ul>
<p><b>6. Context for assessment</b></p>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic</li> </ul>

- simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
  - d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	2	2

**BSZ 408A****REVIEW TRAINING**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements of persons to record training data and review training.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. <b>Record training data</b>	<ul style="list-style-type: none"> <li>a. Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored</li> <li>b. Training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents</li> </ul>
2. <b>Evaluate training</b>	<ul style="list-style-type: none"> <li>a. Training is evaluated against identified needs and goals of the training program</li> <li>b. Feedback on the training program is sought from training participants and appropriate personnel</li> <li>c. Training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions</li> <li>d. Trainer's performance is reviewed against:               <ul style="list-style-type: none"> <li>d.1 program goals</li> <li>d.2 the Assessment and Workplace Training Competency Standards</li> <li>d.3 training participants' comments</li> <li>d.4 training participants' competency attainment</li> </ul> </li> <li>e. Results of the evaluation are used to improve current and future training</li> <li>f. Suggestions are made for improving any aspect of the recording procedure</li> </ul>
3. <b>Report on training</b>	<ul style="list-style-type: none"> <li>a. Reports on outcomes of the training sessions are developed and distributed to appropriate personnel</li> </ul>

## Range of Variables

**REVIEW TRAINING**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Appropriate personnel</b>	<ul style="list-style-type: none"> <li>a. team leaders/supervisors/managers/employers</li> <li>b. participant/employee/learner</li> <li>c. technical and subject experts including, language, literacy, numeracy coordinators</li> <li>d. government regulatory bodies</li> <li>e. union/employee representatives</li> <li>f. consultative committees</li> <li>g. users of training information such as training providers, employers, human resource departments</li> <li>h. State/Territory Training/Recognition Authorities</li> <li>i. trainers/teachers and assessors</li> </ul>
<b>2. Characteristics of participants</b>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural and language background</li> <li>c. educational background or general knowledge</li> <li>d. gender</li> <li>e. age</li> <li>f. physical ability</li> <li>g. previous experience with the topic</li> <li>h. experience in training and assessment</li> <li>i. level of confidence, nervousness or anxiety</li> </ul>
<b>3. Clients</b>	<ul style="list-style-type: none"> <li>a. a department/division</li> <li>b. a work area</li> <li>c. an enterprise or organisation</li> </ul>
<b>4. Clients needs</b>	<ul style="list-style-type: none"> <li>a. increased productivity</li> <li>b. increased organisation profitability</li> <li>c. attainment of specified industry or organisation competencies</li> <li>d. achievement of community priorities</li> <li>e. achievement of government priorities</li> </ul>
<b>5. Practice opportunities</b>	<ul style="list-style-type: none"> <li>a. on-the-job</li> <li>b. off-the-job but located in the participant's workplace</li> <li>c. off-the-job in a special demonstration area</li> <li>d. off-the-job in an external training room</li> <li>e. work/field placements</li> <li>f. job rotation</li> <li>g. or a combination of the above</li> </ul>
<b>6. Record systems</b>	<ul style="list-style-type: none"> <li>a. paper based</li> <li>b. computer based systems using magnetic or optical storage</li> <li>c. combination of both paper and computer based systems</li> </ul>
<b>7. Reports on training</b>	<ul style="list-style-type: none"> <li>a. on a proforma or template</li> <li>b. written</li> <li>c. verbal</li> <li>d. combination of the above</li> </ul>
<b>8. Training delivery methods</b>	<ul style="list-style-type: none"> <li>a. face to face</li> <li>b. distance</li> <li>c. lock step, partly self paced, all self paced</li> <li>d. trainer centred, participant centred</li> <li>e. real time, time independent</li> </ul>

	<ul style="list-style-type: none"> <li>f. place dependent, place independent</li> <li>g. interactive (eg, audio or video conferencing, computer assisted, discussion)</li> </ul>
<b>9. Training evaluation</b>	<ul style="list-style-type: none"> <li>a. affective (eg, satisfaction with the program)</li> <li>b. cognitive (eg, knowledge or skill gain)</li> <li>c. performance or behavior (eg, absenteeism from work, productivity)</li> </ul>
<b>10. Training materials</b>	<ul style="list-style-type: none"> <li>a. non-endorsed components of an industry training package</li> <li>b. work books</li> <li>c. workshop guides</li> <li>d. background reading materials/documents</li> <li>e. handouts</li> <li>f. industry/organisation competency standards</li> <li>g. supportive policies and legislation</li> </ul>
<b>11. Training</b>	<ul style="list-style-type: none"> <li>a. on the job</li> <li>b. in a simulated setting</li> <li>c. in a training organisation</li> <li>d. in a combination of locations to suit the needs of competency being developed and/or assessed</li> <li>e. in a single site or a multi site operation</li> <li>f. a combination of the above</li> </ul>
<b>12. Training program</b>	<ul style="list-style-type: none"> <li>a. a collection of training activities to develop competencies. Clients provide the approvals for expenditure of training resources. Target group is the group for who training is available and may include:                             <ul style="list-style-type: none"> <li>a.1 employee groups (eg, particular classification of work area, female employees)</li> <li>a.2 groups or individuals with special training and/or recognition needs</li> </ul> </li> </ul>
<b>13. Training programs</b>	<ul style="list-style-type: none"> <li>a. organisation based delivery</li> <li>b. provider based delivery                             <ul style="list-style-type: none"> <li>b.1 fee for service</li> <li>b.2 local, state or national curricula</li> </ul> </li> <li>c. community based delivery</li> <li>d. school based delivery</li> <li>e. international programs</li> <li>f. combination of the above</li> </ul>
<b>14. Training sessions</b>	<ul style="list-style-type: none"> <li>a. theory</li> <li>b. demonstration</li> <li>c. combination of the two</li> </ul>
<b>15. Training support may come from</b>	<p>may come from</p> <ul style="list-style-type: none"> <li>a. technical and subject experts (including particular subject and language and literacy specialists)</li> <li>b. language and literacy specialists</li> <li>c. team leaders/supervisors/managers/employers</li> <li>d. specific enterprises</li> <li>e. assessment/training partners</li> <li>f. trainers/teachers and assessors</li> <li>g. training and assessment coordinators</li> </ul>
<b>16. Training system</b>	<p>may be developed by</p> <ul style="list-style-type: none"> <li>a. the industry</li> <li>b. the organisation</li> <li>c. the training organisation</li> <li>d. a combination of the above</li> </ul>
<b>17. Variables for achieving competency</b>	<ul style="list-style-type: none"> <li>a. participant characteristics</li> <li>b. resources (time, location, space, people and costs)</li> <li>c. language, literacy and numeracy issues</li> </ul>

Evidence Guide

**REVIEW TRAINING**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of reviewing training in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:                         <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                                 <ul style="list-style-type: none"> <li>c.1.1 Evaluation reports in accordance with performance criteria (trainer, trainees and appropriate personnel)</li> <li>c.1.2 Training and assessment records</li> <li>c.1.3 Reports on the outcomes of the training sessions and training program</li> <li>c.1.4 Plans for current and future training programs and activities</li> <li>c.1.5 Promotional materials/reports</li> <li>c.1.6 Costs incurred</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided:                                 <ul style="list-style-type: none"> <li>c.2.1 How and why evaluation methods were selected</li> <li>c.2.2 How evaluation information was gathered and acted upon</li> <li>c.2.3 How the report on training sessions/programs was made to appropriate personnel</li> <li>c.2.4 How records are maintained, kept confidential and secured</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):                         <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):                         <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                         <ul style="list-style-type: none"> <li>a.1 Assessment and Workplace Training Competency Standards</li> <li>a.2 Relevant competency standards including industry or organisation standards of performance</li> <li>a.3 Legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context</li> <li>a.4 Policies and procedures relating to the organisation's training system including those requirements for recording and maintaining confidential, secure and accurate records</li> <li>a.5 Evaluation and review methodologies including those that produce qualitative and quantitative data</li> <li>a.6 Establishment of criteria to evaluate training programs</li> <li>a.7 Adaption and use of training record systems for formative and summative assessment</li> <li>a.8 Planning own work including predicting consequences and identifying improvements</li> </ul> </li> <li>b. Underpinning skills                         <ul style="list-style-type: none"> <li>b.1 Language, literacy and numeracy skills such as those required to:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>b.1.1 collect, organise and analyse data</li> <li>b.1.2 prepare reports, questionnaires and promotional material</li> <li>b.1.3 present qualitative and quantitative data in a clear and coherent manner</li> <li>b.1.4 use probing questioning and active listening techniques to seek feedback on training</li> <li>b.1.5 adjust spoken and written language to suit audience</li> <li>b.2 Awareness of language, literacy and numeracy principles in the context of training and assessment, including the integration of language, literacy and numeracy with technical training</li> <li>b.3 Application of cultural understanding in the context of training and assessment</li> </ul>
<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to: training record systems, programs and appropriate personnel, opportunities to discuss training outcomes with appropriate personnel, access to units of competency to be assessed, relevant training programs and materials and resources for the development of training arrangements</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time, on multiple occasions, and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real or simulated work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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



**BSZ 501A**

**ANALYSE COMPETENCY REQUIREMENTS**

BSZ

Assessment and Workplace Training

**DESCRIPTOR: This unit applies to persons required to research and document competency requirements. It covers identification and review of relevant sources of information, and development of an implementation plan.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p><b>1. Identify client competency needs</b></p>	<p>a. The client and stakeholders are consulted to identify and document client competency needs</p> <p>b. Competency needs are defined using information collected from stakeholders</p> <p>c. The needs are grouped according to type, priority and possible solutions</p>
<p><b>2. Undertake needs analysis</b></p>	<p>a. A plan is developed for the needs analysis outlining:</p> <ul style="list-style-type: none"> <li>a.1 outcomes</li> <li>a.2 resources</li> <li>a.3 timelines</li> <li>a.4 personnel and responsibilities</li> <li>a.5 target group(s)</li> <li>a.6 sources of information</li> </ul> <p>b. Sources of information in relation to competency needs and the scope of the competencies are identified</p> <p>c. Data gathering methods are adapted/ developed for efficient, reliable and valid information collection</p> <p>d. Any requirements of qualifications or assessment or training recognition bodies are identified</p> <p>e. Information is collected, organised and analysed to identify competency components</p> <p>f. Groupings of competencies are established to suit the requirements for competency development of the target group(s)</p>
<p><b>3. Confirm findings of research</b></p>	<p>a. Consultations with stakeholders are conducted to verify research accuracy, useability within the intended context(s) and validity for the target group(s)</p> <p>b. Priorities for implementation of competency development are determined in terms of business goals, individual and organisational effectiveness, resource implications, cost benefit and lead time requirements</p> <p>c. Identified priorities and competencies are documented and validated by stakeholders</p>
<p><b>4. Document competency requirements</b></p>	<p>a. Competency requirements are documented in a manner appropriate to client needs</p> <p>b. Combinations of competencies are identified to match the required:</p> <ul style="list-style-type: none"> <li>b.1 business goals of the client organisation</li> <li>b.2 job roles</li> <li>b.3 skills related career paths</li> <li>b.4 classifications</li> <li>b.5 position descriptions</li> <li>b.6 training programs</li> <li>b.7 appraisal requirements</li> <li>b.8 licensing or accreditation conditions</li> </ul> <p>c. Implementation plan is developed including:</p>

	<ul style="list-style-type: none"> <li>c.1 marketing and promotion</li> <li>c.2 resource allocation</li> <li>c.3 timelines</li> </ul>
<p><b>5. Validate competencies and implementation plan</b></p>	<ul style="list-style-type: none"> <li>a. Stakeholders are involved in the validation of documented competencies and implementation plan and established processes are used to approve documentation</li> <li>b. Adjustments to documentation are made as required</li> <li>c. Documentation is approved through established processes</li> <li>d. Any changes in related procedures, policies and processes are endorsed by stakeholders for implementation</li> </ul>

## Range of Variables

**ANALYSE COMPETENCY REQUIREMENTS**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. <b>Clients needs</b>	<ul style="list-style-type: none"> <li>a. increased productivity</li> <li>b. increased enterprise profitability</li> <li>c. attainment of specified industry or enterprise competencies</li> <li>d. achievement of community priorities</li> <li>e. achievement of government priorities</li> <li>f. regulation or licensing requirements</li> </ul>
2. <b>Competency needs</b>	<ul style="list-style-type: none"> <li>a. adaptation of industry competency standards to meet business goals</li> <li>b. design or review of training program(s)</li> <li>c. identification of productivity and other improvements</li> <li>d. access and equity considerations</li> <li>e. human resources considerations (eg, classification structure)</li> </ul>
3. <b>Data gathering methods</b>	<ul style="list-style-type: none"> <li>a. survey methods</li> <li>b. interviews</li> <li>c. Delphi procedures</li> <li>d. nominal group techniques</li> <li>e. concept mapping</li> <li>f. focus groups</li> <li>g. job and task analysis</li> <li>h. analysis of assessment and/or training records</li> </ul>
4. <b>Sources of information</b>	<ul style="list-style-type: none"> <li>a. industry/enterprise competency standards, including international information</li> <li>b. training packages</li> <li>c. curriculum and other training program information</li> <li>d. licensing requirements</li> <li>e. government legislation, policies and practices</li> <li>f. job descriptions</li> <li>g. observations of competent workers</li> <li>h. enterprise skills audit reports</li> <li>i. industry skills audit reports</li> <li>j. workplace conditions, policies and standard operating procedures</li> <li>k. benchmarking reports</li> <li>l. industry publications or reports</li> <li>m. market needs analysis reports</li> <li>n. quality assurance procedures</li> </ul>
5. <b>Stakeholders</b>	<ul style="list-style-type: none"> <li>a. industry/professional/trade associations</li> <li>b. trainers/teachers and assessors</li> <li>c. team leaders/managers/employers</li> <li>d. training and assessment coordinators</li> <li>e. participants/employees/learners</li> <li>f. technical experts</li> <li>g. government regulatory bodies</li> <li>h. union/employee representatives</li> <li>i. consultative committees</li> <li>j. relevant industry training advisory bodies</li> <li>k. funding bodies</li> <li>l. State/Territory Training/Recognition Authorities</li> </ul>

Evidence Guide

**ANALYSE COMPETENCY REQUIREMENTS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of analysing competency requirements in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                 <ul style="list-style-type: none"> <li>c.1.1 Documented client competency needs</li> <li>c.1.2 Competency needs analysis plan</li> <li>c.1.3 Report of research into competency needs</li> <li>c.1.4 Classification of need according to type, priority and possible solution</li> <li>c.1.5 Documented competencies</li> <li>c.1.6 Implementation plan</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided:                 <ul style="list-style-type: none"> <li>c.2.1 How the client and stakeholders were consulted to identify competency requirements</li> <li>c.2.2 How the needs analysis and competencies proposed will contribute to organisational effectiveness</li> <li>c.2.3 Why particular data gathering method(s) were used</li> <li>c.2.4 How the data gathering methods and any other instrument(s) used were checked for validity, reliability, cost-effectiveness, administration ease, acceptability and appropriateness</li> <li>c.2.5 How the implementation plan was developed</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Any relevant competency standards, assessment guidelines and Australian Qualifications Framework</li> <li>a.2 Relationship of the competencies, any industrial agreements and skill based classification systems with organisation effectiveness</li> <li>a.3 Understanding of data gathering and needs analysis theory and methodology</li> </ul> </li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Language and literacy skills required to comprehend sources of information and to prepare required documentation in a clear and comprehensible format</li> <li>b.2 Planning of own work including predicting consequences and identifying improvements</li> <li>b.3 Compliance with requirements for copyright and other regulatory requirements</li> <li>b.4 Communication skills appropriate to the culture of the workplace</li> </ul> </li> </ul>

<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to access to relevant clients, stakeholders and sources of information required in needs analysis</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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

**BSZ 502A****DESIGN AND ESTABLISH THE TRAINING SYSTEM**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for a person to design and establish a training system.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Determine boundaries of the training</b>	<ul style="list-style-type: none"> <li>a. Services are determined and established through consultation with the client and stakeholders and a training policy documented</li> <li>b. Stakeholder relationships are maintained through a range of communication mechanisms and the establishment of a service support structure</li> <li>c. The financial, physical and human resources available to support the system are identified within agreed quality assurance procedures</li> </ul>
2. <b>Determine training system features</b>	<ul style="list-style-type: none"> <li>a. The key operational features and constraints of the training system are determined in consultation with stakeholders</li> <li>b. The key operational features of the system are verified with appropriate personnel and clients and the agreed features of the system are documented</li> </ul>
3. <b>Match needs with resources</b>	<ul style="list-style-type: none"> <li>a. The expertise and roles of internal and external individuals and organisations/partners are identified</li> <li>b. A budget, detailing development costs, implementation and maintenance costs of the proposed system, is developed, including partner organisations, if applicable</li> </ul>
4. <b>Design and develop a training records system</b>	<ul style="list-style-type: none"> <li>a. The record keeping system is designed to allow easy tracking of training participants progress as well as other agreed features</li> <li>b. The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, easy to administer and update</li> <li>c. The record keeping system is developed to allow for appropriate quality assurance requirements and verified for compliance with accepted enterprise/ industry procedures for record keeping and legislative requirements</li> <li>d. The record keeping system is designed and verified to allow for fair and consistent responses to grievances</li> <li>e. The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met</li> </ul>
5. <b>Establish procedures for the review of training</b>	<ul style="list-style-type: none"> <li>a. Review procedures are developed and documented in consultation with stakeholders</li> </ul>
6. <b>Select and provide for training of system users</b>	<ul style="list-style-type: none"> <li>a. The required mix of personnel and competencies to implement the training system are identified</li> <li>b. Appropriate training strategies are identified, modified or developed for trainers and other personnel involved in the training system to acquire competencies</li> <li>c. The training programs selected or developed for assessors and trainers are verified to meet the Assessment and Workplace Training Competency Standards and other relevant competency standards</li> </ul>

**7. Establish quality assurance procedures**

- a. A quality assurance team or committee is established in consultation with appropriate personnel
- b. Quality assurance procedures, including verification processes are developed in consultation with appropriate personnel
- c. The verification process involves a representative sample of training activities and makes effective use of resources
- d. The quality assurance procedures are trialed for fairness, efficiency and effectiveness
- e. The quality assurance procedures are documented and distributed to trainers and other appropriate personnel
- f. Procedures are established to determine the level of compliance with the training system

## Range of Variables

**DESIGN AND ESTABLISH THE TRAINING SYSTEM**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Characteristics of participants</b>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy needs</li> <li>b. cultural, language and educational background</li> <li>c. gender</li> <li>d. physical ability</li> <li>e. level of confidence, nervousness or anxiety</li> <li>f. age</li> <li>g. experience with topic</li> <li>h. learning styles</li> <li>i. work/family commitments</li> <li>j. reasons for undertaking training</li> </ul>
<b>2. Clients' needs</b>	<ul style="list-style-type: none"> <li>a. increased productivity</li> <li>b. increased enterprise profitability</li> <li>c. attainment of specified industry or enterprise competencies</li> <li>d. achievement of community priorities</li> <li>e. achievement of government priorities</li> <li>f. licensing or accreditation requirements</li> </ul>
<b>3. Key operational features</b>	<ul style="list-style-type: none"> <li>a. the purpose of the training and the relevant competency outcomes of the training</li> <li>b. competencies and certification required of trainers</li> <li>c. record keeping system requirements, procedures and policies</li> <li>d. training context requirements and procedures to match identified competencies</li> <li>e. characteristics of training participants</li> <li>f. any allowable adjustments to the training methods for training participants</li> <li>g. access and equity considerations</li> <li>h. relevant commonwealth/state or territory legislative and regulatory requirements</li> <li>i. arrangements for recognition of competencies</li> <li>j. partnership arrangements</li> <li>k. location of training</li> <li>l. the review and evaluation process including quality assurance procedures</li> <li>m. allocation of costs/fees (if applicable)</li> <li>n. marketing/promotion of system</li> </ul>
<b>4. Operational constraints</b>	<ul style="list-style-type: none"> <li>a. time available</li> <li>b. relative cost implications</li> <li>c. budgetary constraints</li> <li>d. geographical and resource constraints</li> <li>e. availability of stakeholders and other personnel</li> </ul>
<b>5. Partners</b>	<ul style="list-style-type: none"> <li>a. public/private/community training providers</li> <li>b. schools</li> <li>c. universities</li> <li>d. enterprises</li> <li>e. industry organisations</li> <li>f. international organisations</li> <li>g. government agencies</li> </ul>



	<ul style="list-style-type: none"> <li>h. community organisations</li> <li>i. individuals including technical experts, training and/or assessment specialists</li> </ul>
<b>6. Policy</b>	<ul style="list-style-type: none"> <li>a. purposes of training</li> <li>b. industrial relations issues</li> <li>c. what and who is to be trained</li> <li>d. timing of training</li> <li>e. links with other human resource functions</li> <li>f. appeal/review mechanisms</li> <li>g. criteria for making decisions of competent, or not yet competent</li> <li>h. number of trainers</li> <li>i. allowable adjustments to training /assessment to suit characteristics of training participants</li> <li>j. record keeping requirements</li> <li>k. recognition of prior learning/recognition of current competencies</li> <li>l. development costs and resources</li> <li>m. evaluation</li> <li>n. licensing arrangements</li> <li>o. qualifications</li> </ul>
<b>7. Purpose of training</b>	<ul style="list-style-type: none"> <li>a. productivity improvement</li> <li>b. professional development requirements</li> <li>c. competency acquisition</li> <li>d. induction of new employees</li> <li>e. refresher training for competency maintenance</li> <li>f. legislative or government regulatory requirements</li> <li>g. access and equity considerations</li> </ul>
<b>8. Quality assurance procedures</b>	<ul style="list-style-type: none"> <li>a. conduct of regular internal and external reviews (person(s) being trained, peer, self and supervisor)</li> <li>b. professional development of participants</li> <li>c. sampling and evaluation of implementation of competencies</li> <li>d. assessment of the assessors'/trainers' competencies</li> <li>e. modifications of the competency system based on evaluation and reviews</li> <li>f. promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system</li> </ul>
<b>9. Record system</b>	<ul style="list-style-type: none"> <li>a. paper based system, such as forms or checklists</li> <li>b. computer-based system using magnetic or optical storage</li> <li>c. a combination of both paper and computer-based system</li> </ul> <p>Statutory and government regulations for maintaining records may vary</p>
<b>10. Sources of information</b>	<ul style="list-style-type: none"> <li>a. industry/enterprise competency standards, including international information</li> <li>b. training packages</li> <li>c. curriculum and other training program information</li> <li>d. licensing requirements</li> <li>e. government legislation, policies and practices</li> <li>f. job descriptions</li> <li>g. observations of competent workers</li> <li>h. enterprise skills audit reports</li> <li>i. industry skills audit reports</li> <li>j. workplace conditions, policies and standard operating procedures</li> <li>k. benchmarking reports</li> <li>l. industry publications or reports</li> <li>m. market needs analysis reports</li> <li>n. quality assurance procedures</li> </ul>

**11. Stakeholders**

- a. industry/professional/trade associations
- b. trainers/teachers and assessors
- c. team leaders/managers/employers
- d. training and assessment coordinators
- e. participants/employees/learners
- f. technical experts
- g. government regulatory bodies
- h. union/employee representatives
- i. consultative committees
- j. relevant industry training advisory bodies
- k. funding bodies
- l. State/Territory Training/Recognition Authorities

## Evidence Guide

**DESIGN AND ESTABLISH THE TRAINING SYSTEM**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of designing and establishing a training system in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assessment requires evidence of the following products to be collected:</p> <p>c.1.1 Training policy</p> <p>c.1.2 Description of the client and stakeholders</p> <p>c.1.3 Documentation on the features of the training system</p> <p>c.1.4 Report on sources of information researched to determine training system</p> <p>c.1.5 Summary of available financial, physical and human resources</p> <p>c.1.6 Analysis of possible constraints for training implementation</p> <p>c.1.7 Report of the design, development, maintenance and security of the record keeping system</p> <p>c.1.8 Documented review procedures for training system</p> <p>c.1.9 Description of selection criteria and training programs for trainers and other personnel involved in the training system</p> <p>c.1.10 Documentation of quality assurance mechanisms</p> <p>c.2 Assessment requires evidence of the following processes to be provided:</p> <p>c.2.1 How stakeholders were consulted and agreement was reached on operational features and quality assurance procedures</p> <p>c.2.2 How the following criteria were incorporated into the training system:</p> <ul style="list-style-type: none"> <li>- fairness, equity and accessibility of the training system</li> <li>- security and access requirements of the record keeping system</li> <li>- selection criteria for training personnel</li> <li>- selection and training of training personnel</li> <li>- feasibility, cost effectiveness and practicability of training system</li> <li>- review procedures</li> <li>- currency of records</li> </ul> <p>c.2.3 How and why information needed in the development of the training system was sourced</p> <p>c.2.4 How the resources needed were researched and availability confirmed</p> <p>c.2.5 How the features of the training system, implementation plan and quality assurance procedures were verified</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>

<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Familiarity with relevant industry/enterprise competency or performance standards</p> <p>a.2 Analysis of competencies to determine appropriate training system requirements</p> <p>a.3 Knowledge of quality assurance methodology</p> <p>a.4 Knowledge of record keeping systems, particularly those related to training</p> <p>a.5 Knowledge of compliance requirements for copyright and other regulatory requirements</p> <p>a.6 Knowledge of client work systems and equipment</p> <p>a.6.1 Identification and correct use of equipment, processes and procedures:</p> <ul style="list-style-type: none"> <li>- Knowledge of review/evaluation methodology, particularly as it relates to training</li> <li>- Planning own work including predicting consequences and identifying improvements</li> <li>- Communication skills appropriate to the culture of the workplace</li> </ul> <p>b. Underpinning skills</p> <p>b.1 Language and literacy skills to comprehend sources of information and to prepare required documentation</p>
<p><b>4. Resource implications</b></p>	<p>a. Assessment of this competency requires access to access to clients, sources of information and resources for the development of a training system</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p><b>5. Consistency in performance</b></p>	<p>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>
<p><b>6. Context for assessment</b></p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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

**BSZ 503A****DESIGN AND ESTABLISH THE ASSESSMENT SYSTEM**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for a person to design and establish an assessment system**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Determine client needs</b>	<ul style="list-style-type: none"> <li>a. The needs of the client are identified</li> <li>b. Client services are determined and established to stakeholders' satisfaction</li> <li>c. Stakeholder relationships are maintained through a range of communication mechanisms</li> <li>d. A service support structure is established and made known to clients</li> </ul>
<b>2. Determine assessment boundaries</b>	<ul style="list-style-type: none"> <li>a. The purpose(s) of the assessment system is established through consultation with the client and other stakeholders</li> <li>b. A policy document is developed in consultation with stakeholders and clients</li> <li>c. The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures, which are identified</li> <li>d. The system is verified to take into account the realities and constraints of particular contexts</li> </ul>
<b>3. Establish assessment system features</b>	<ul style="list-style-type: none"> <li>a. The key operational features of the system are determined in consultation with stakeholders</li> <li>b. The key operational features of the system are verified for fairness, equity and access with appropriate personnel and agreed features documented</li> </ul>
<b>4. Match needs with resources</b>	<ul style="list-style-type: none"> <li>a. Applicable competency standards or other performance standards are identified</li> <li>b. The expertise and roles of internal and external individuals and organisations/partners are identified</li> <li>c. A budget, detailing development costs, implementation and maintenance costs of the proposed assessment system, is developed in consultation with appropriate personnel, including partner organisations, if applicable</li> </ul>
<b>5. Design and develop record system</b>	<ul style="list-style-type: none"> <li>a. A record keeping system is designed which is secure, confidential and easy to administer, yet allows the storage of complex or detailed information</li> <li>b. The record keeping system is designed to allow easy tracking of persons' progress towards the attainment of qualifications, units of competency or of learning outcomes</li> <li>c. The record keeping system is verified to allow for appropriate certification requirements, where relevant</li> <li>d. Adherence to legislative requirements and procedures are established which enable the record keeping system to be updated with ease when required</li> <li>e. The record keeping system is verified for consistency with accepted organisation/industry procedures for record keeping</li> </ul>

<b>6. Establish procedures for the review of assessment</b>	<ul style="list-style-type: none"> <li>a. Review procedures are designed in consultation with stakeholders and verified to allow for fair and consistent responses to grievances</li> <li>b. Review procedures are designed to ensure that relevant legislative and regulatory requirements are met</li> </ul>
<b>7. Select and provide for training and support of assessors</b>	<ul style="list-style-type: none"> <li>a. Selection criteria for assessors is established in consultation with appropriate personnel</li> <li>b. Appropriate training strategies or programs for assessors to acquire or update competencies are identified, modified or developed</li> <li>c. Training programs selected or developed for assessors are verified to meet the Assessment and Workplace Training Competency Standards and other required competencies</li> </ul>
<b>8. Establish quality assurance procedures</b>	<ul style="list-style-type: none"> <li>a. A quality assurance team or committee is established in consultation with system stakeholders</li> <li>b. Quality assurance procedures, including verification processes are developed in consultation with system stakeholders</li> <li>c. The verification processes involve a representative sample of assessment activities and make effective use of resources</li> <li>d. The quality assurance procedures are trialed for fairness, efficiency and effectiveness</li> <li>e. The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel</li> <li>f. Procedures are established to determine the level of compliance with the assessment system</li> </ul>

Range of Variables

**DESIGN AND ESTABLISH THE ASSESSMENT SYSTEM**

VARIABLE STATEMENT	CATEGORIES
<p>1. <b>Characteristics of persons being assessed</b></p>	<p>a. language, literacy and numeracy needs                      b. cultural, educational and general knowledge background                      c. gender                      d. physical ability                      e. level of confidence                      f. age                      g. previous experience with the topic                      h. experience in assessment</p>
<p>2. <b>Client needs</b></p>	<p>a. increased productivity                      b. increased organisation profitability                      c. attainment of specified industry or organisation competencies                      d. achievement of community priorities                      e. achievement of government priorities</p>
<p>3. <b>Key operational features</b></p>	<p>a. the purpose of the assessment(s)                      b. competencies and certification required of assessors                      c. record keeping procedures and policies                      d. evidence requirements and procedures                      e. selected/appropriate assessment methods                      f. characteristics of persons being assessed                      g. any allowable adjustments to the assessment methods to meet characteristics of persons being assessed                      h. access and equity considerations                      i. the appeal mechanisms and procedures                      j. the review and evaluation process                      k. the link with qualifications/awards, employee classification, remuneration and progression                      l. relevant commonwealth/state or territory legislative and regulatory requirements                      m. arrangements for issuing of qualifications or statements of attainment and for recognising and recording current competencies                      n. partnership arrangements                      o. location of assessment                      p. quality assurance procedures                      q. allocation of costs/fees (if applicable)                      r. marketing/promotion of system</p>
<p>4. <b>Operational constraints</b></p>	<p>a. time available                      b. relative cost                      c. availability of stakeholders and other personnel                      d. budgetary constraints                      e. geographical and resource constraints</p>
<p>5. <b>Policy</b></p>	<p>a. purposes of assessment                      b. human resource management issues                      c. what and who is to be assessed                      d. timing of assessments                      e. links with other human resource functions                      f. appeal/review mechanisms                      g. criteria for making decisions of competent, or not yet competent</p>

	<ul style="list-style-type: none"> <li>h. number of assessors</li> <li>i. allowable adjustments to the assessment procedure</li> <li>j. record keeping requirements</li> <li>k. recognition of prior learning/recognition of current competencies</li> <li>l. development costs and resources</li> <li>m. evaluation</li> </ul>
<b>6. Purpose of assessment</b>	<ul style="list-style-type: none"> <li>a. diagnosing performance</li> <li>b. classifying an employee</li> <li>c. confirming an employees' competency for the purpose of career advancement</li> <li>d. awarding a qualification or statement of attainment</li> <li>e. confirming progress in learning</li> <li>f. recognition of current competency/recognition of prior learning</li> </ul>
<b>7. Quality assurance procedures</b>	<ul style="list-style-type: none"> <li>a. conduct of regular internal and external reviews (persons being assessed/trained, peer, self and supervisor)</li> <li>b. professional development of participants</li> <li>c. sampling and evaluation of implementation of competencies</li> <li>d. assessment of the assessors'/trainers' competencies</li> <li>e. modifications of the competency system based on evaluation and reviews</li> <li>f. promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system</li> </ul>
<b>8. Record system</b>	<ul style="list-style-type: none"> <li>a. paper-based system, such as forms on checklists</li> <li>b. computer-based system using magnetic or optical storage</li> <li>c. combination of both paper and computer-based system</li> </ul> <p>Statutory and government regulations for maintaining records may vary</p>
<b>9. Sources of information</b>	<ul style="list-style-type: none"> <li>a. industry/organisation competency standards</li> <li>b. training packages</li> <li>c. curriculum and other training program information</li> <li>d. licensing requirements</li> <li>e. job descriptions</li> <li>f. discussions with client group</li> <li>g. observations of competent workers</li> <li>h. organisation skills audit reports</li> <li>i. industry skills audit reports</li> <li>j. standard operating procedures</li> <li>k. benchmarking reports</li> <li>l. industry publications or reports</li> <li>m. government reports</li> <li>n. market needs analysis reports</li> </ul>
<b>10. Stakeholders</b>	<ul style="list-style-type: none"> <li>a. industry/professional/trade associations</li> <li>b. trainers/teachers and assessors</li> <li>c. team leaders/ managers/employers</li> <li>d. training and assessment coordinators</li> <li>e. participants/employees/learners</li> <li>f. technical experts</li> <li>g. government regulatory bodies</li> <li>h. union/employee representatives</li> <li>i. consultative committees</li> <li>j. relevant industry training advisory bodies</li> <li>k. funding bodies</li> <li>l. State/Territory Training/Recognition Authorities</li> </ul>



Evidence Guide

**DESIGN AND ESTABLISH THE ASSESSMENT SYSTEM**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of designing and establishing the assessment system in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:                         <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                                 <ul style="list-style-type: none"> <li>c.1.1 Assessment policy</li> <li>c.1.2 Description of the client and stakeholders</li> <li>c.1.3 Description of assessment system boundaries</li> <li>c.1.4 Report on sources of information for determining assessment system</li> <li>c.1.5 Report on the design, development, maintenance and security of the record keeping system</li> <li>c.1.6 Summary of available financial, physical and human resources</li> <li>c.1.7 Documented review procedures of assessment activities</li> <li>c.1.8 Documented assessor training and professional development strategies</li> <li>c.1.9 Documentation of quality assurance mechanisms</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided:                                 <ul style="list-style-type: none"> <li>c.2.1 Why particular assessment system features were incorporated</li> <li>c.2.2 How the record keeping system was designed to meet security and access requirements</li> <li>c.2.3 How fairness, equity and accessibility of the system were verified</li> <li>c.2.4 Why and how the selection criteria for assessors was chosen</li> <li>c.2.5 How the review procedures were verified</li> <li>c.2.6 How the quality assurance procedures were established, verified and implemented</li> <li>c.2.7 How the currency of records and ease of retrieval are ensured</li> <li>c.2.8 Why procedures for promoting and communicating the assessment system were chosen/developed</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):                         <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):                         <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge                         <ul style="list-style-type: none"> <li>a.1 Knowledge of relevant industry/organisation competency or performance standards</li> <li>a.2 Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines</li> <li>a.3 Knowledge of record keeping systems particularly in relation to</li> </ul> </li> </ul>

	<p>assessment</p> <p>a.4 Knowledge of quality assurance methodology</p> <p>a.5 Knowledge of compliance with requirements for copyright and other regulatory requirements</p> <p>a.6 Knowledge of client work systems and equipment</p> <p>a.7 Identification and correct use of equipment, processes and procedures</p> <p>a.8 Knowledge of review/evaluation methodology, particularly as it relates to assessment</p> <p>b. Underpinning skills</p> <p>b.1 Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to relevant clients, stakeholders and sources of information necessary to address required skills and knowledge and to design and establish an assessment system</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real or simulated work environment using competencies relevant to the area of technical expertise</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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

**BSZ 504A**

**MANAGE THE TRAINING AND ASSESSMENT SYSTEM**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for persons responsible for managing a training and assessment system. The unit applies equally to those operating in assessment only or training and assessment contexts.**

ELEMENT	PERFORMANCE CRITERIA
1. <b>Communicate the system</b>	a. System features and procedures are documented and circulated to appropriate personnel b. Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and assessment system c. Recognised products and services are accurately presented to prospective clients d. The contribution of training and assessment to organisational goals is reported
2. <b>Support trainers and/or assessors</b>	a. Checks are made to ensure assessors and/or trainers meet the relevant competency standards and system requirements b. The training needs of trainers and/or assessors arising from their roles are identified c. Procedures are developed for trainers and/or assessors to update competency, and to review and reflect on their work d. Trainers and/or assessors are provided with accurate advice and ongoing support in their roles e. Procedures to facilitate networking amongst trainers and assessors are established
3. <b>Manage the record keeping system</b>	a. Records are maintained for currency and adherence to government regulatory and organisational requirements b. The record keeping system is maintained to ensure confidentiality and security of information c. The record keeping system is reviewed and updated to meet changing technology and system requirements
4. <b>Maintain quality assurance procedures</b>	a. The quality assurance procedures are monitored against requirements, non conformities are noted and appropriate action is taken b. Internal audits of the training and assessment system are undertaken, non-conformities are noted and corrective action implemented c. Information from the quality assurance process is used to: c.1 enable appropriate planning, resourcing and recording arrangements c.2 identify any special requirements of persons being trained or assessed c.3 assess the training and development of trainers and assessors d. Validity, reliability, fairness and accuracy of the implementation of the training and assessment system is checked and reports developed
5. <b>Maintain records for audits</b>	a. Verification records are accurate and the frequency and purpose of audits are identified b. Accurate reports on audits and advisory activities are made available c. Reports describe accurately whether the organisation meets the required criteria

- d. Concerns regarding the design and implementation of training and/or assessment and the interpretation of standards are clearly and promptly reported to the auditing body
- e. Clear recommendations for improvements to training and assessment practices, training and assessment system and infrastructure requirements are developed
- f. Identified good practice is reported clearly and accurately

## Range of Variables

**MANAGE THE TRAINING AND ASSESSMENT SYSTEM**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
<b>1. Appropriate personnel</b>	<ul style="list-style-type: none"> <li>a. trainers/teachers and assessors</li> <li>b. team leaders/supervisors/employers</li> <li>c. training and assessment coordinators</li> <li>d. participants/employees/learners</li> <li>e. technical experts</li> <li>f. government regulatory bodies</li> <li>g. union/employee representatives</li> <li>h. consultative committees</li> <li>i. relevant industry training advisory bodies</li> <li>j. users of training information such as training providers, employers, human resource departments</li> <li>k. State/Territory Training/Recognition Authorities</li> </ul>
<b>2. Operational constraints</b>	<ul style="list-style-type: none"> <li>a. time available for the development of competencies</li> <li>b. relative cost of information gathering strategies</li> <li>c. availability of stakeholders for review and feedback</li> </ul>
<b>3. Policies</b>	<ul style="list-style-type: none"> <li>a. purposes of training and assessment</li> <li>b. human resource management issues</li> <li>c. what and who is to be trained and assessed</li> <li>d. timing of training and assessments</li> <li>e. links with human resource functions</li> <li>f. evidence types</li> <li>g. assessment methods</li> <li>h. record keeping requirements</li> <li>i. recognition of current competencies/recognition of prior learning</li> <li>j. development costs and resources</li> <li>k. evaluation</li> </ul>
<b>4. Purpose of training</b>	<ul style="list-style-type: none"> <li>a. productivity improvement</li> <li>b. professional development requirements</li> <li>c. competency acquisition</li> <li>d. induction of new employees</li> <li>e. refresher training for competency maintenance</li> <li>f. legislative or government regulatory requirements</li> <li>g. access and equity considerations</li> </ul>
<b>5. Purposes of assessment</b>	<ul style="list-style-type: none"> <li>a. diagnosing performance</li> <li>b. classifying an employee</li> <li>c. confirming an employee's competency for the purpose of career advancement/job level</li> <li>d. awarding a qualification or statement of attainment</li> <li>e. confirming progress in learning</li> <li>f. recognition of current competency/recognition of prior learning</li> </ul>
<b>6. Quality assurance procedures</b>	<ul style="list-style-type: none"> <li>a. conduct of regular internal and external reviews (person(s) being assessed/trained, peer, self and supervisor)</li> <li>b. professional development of participants</li> <li>c. sampling and evaluation of implementation of competencies</li> <li>d. assessment of the assessors'/trainers' competencies</li> <li>e. modifications of the competency system based on evaluation and</li> </ul>

	<ul style="list-style-type: none"> <li>reviews</li> <li>f. promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system</li> <li>g. the auditing body may be State/Territory Training/Recognition Authority</li> </ul>
<p><b>7. Sources of information</b></p>	<ul style="list-style-type: none"> <li>a. industry/enterprise competency standards, including international information</li> <li>b. training packages</li> <li>c. curriculum and other training program information</li> <li>d. licensing requirements</li> <li>e. government legislation, policies and practices</li> <li>f. job descriptions</li> <li>g. observations of competent workers</li> <li>h. enterprise skills audit reports</li> <li>i. industry skills audit reports</li> <li>j. workplace conditions, policies and standard operating procedures</li> <li>k. benchmarking reports</li> <li>l. industry publications or reports</li> <li>m. market needs analysis reports</li> <li>n. quality assurance procedures</li> </ul>
<p><b>8. System</b></p>	<p>may be developed by:</p> <ul style="list-style-type: none"> <li>a. the industry</li> <li>b. the enterprise</li> <li>c. the training organisation</li> <li>d. a combination of the above</li> </ul>

## Evidence Guide

**MANAGE THE TRAINING AND ASSESSMENT SYSTEM**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of managing the training and assessment system in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assessment requires evidence of the following products to be collected:</p> <p>c.1.1 Records which are current and meet legislative, industry/enterprise requirements</p> <p>c.1.2 A record keeping system which maintains confidentiality, is secure and effectively uses appropriate technology</p> <p>c.1.3 Documentation used to inform all appropriate personnel about the training and assessment system</p> <p>c.1.4 Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance</p> <p>c.1.5 Documentation on the implementation of quality assurance procedures, including</p> <ul style="list-style-type: none"> <li>- moderation and monitoring of training and assessment decisions</li> <li>- an appeal procedure for assessment decisions</li> <li>- conduct of regular internal or external reviews and evaluation</li> <li>- sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy</li> <li>- modifications of the system based on evaluations and reviews</li> <li>- referral of any recommended changes/modifications to the system</li> </ul> <p>c.2 Assessment requires evidence of the following processes to be provided:</p> <p>c.2.1 How opportunities are provided for trainers and assessors to practice and maintain current competency</p> <p>c.2.2 How the security and confidentiality of records are maintained</p> <p>c.2.3 How support is given to the implementation of quality assurance procedures</p> <p>c.2.4 How networking is achieved amongst trainers and assessors</p> <p>c.2.5 How the quality assurance procedures are implemented</p> <p>c.2.6 Why particular procedures were chosen for internal/external review of the training and assessment system</p> <p>c.2.7 Why any modifications are recommended to the training and assessment system on the basis of evaluations and review</p> <p>c.2.8 How the record keeping system is maintained including how it meets legislative and organisational requirements</p> <p>c.2.9 Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p>

	<p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<b>3. Required knowledge and skills</b>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of relevant industry/enterprise competency or performance standards</p> <p>a.2 Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines</p> <p>a.3 Knowledge of quality assurance methodology</p> <p>a.4 Knowledge of compliance with requirements for copyright and other regulatory requirements</p> <p>a.5 Knowledge and application of audit procedures as they relate to training and assessment systems</p> <p>a.6 Focus of operation of work systems and equipment</p> <p>a.7 Identification and correct use of equipment, processes and procedures</p> <p>b. Underpinning skills</p> <p>b.1 Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format</p> <p>b.2 Planning own work including predicting consequences and identifying improvements</p> <p>b.3 Communication skills appropriate to the culture of the workplace</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to access to a training and assessment system and relevant information and resources on management and review procedures</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts, and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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



**BSZ 505A**

**EVALUATE THE TRAINING AND ASSESSMENT SYSTEM**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for a person to evaluate an external or internal training and assessment system.**

ELEMENT	PERFORMANCE CRITERIA
1. Plan a system evaluation	<ul style="list-style-type: none"> <li>a. The purpose and role of the evaluation is identified and confirmed with client and stakeholders</li> <li>b. The system is defined in terms of location, purpose, and personnel</li> <li>c. The needs of the stakeholders of the system are identified and prioritised</li> <li>d. The necessary resources for the evaluation are identified, obtained or developed</li> <li>e. The evaluation plan is agreed to by stakeholders including:                             <ul style="list-style-type: none"> <li>e.1 responsibility of appropriate personnel for conducting and participating in evaluations</li> <li>e.2 evaluation criteria</li> <li>e.3 responsibilities for implementation of the evaluation plans</li> <li>e.4 means of protection of participants</li> <li>e.5 agreement for data collection, storage and retrieval</li> <li>e.6 procedures for editing and disseminating reports</li> <li>e.7 agreement of financing the evaluation</li> </ul> </li> <li>f. The evidence required for making decisions of system improvement is established</li> <li>g. Evidence gathering instruments, procedures and sources of information are identified, developed and validated for reliability and validity</li> <li>h. Cost effective methods utilising an appropriate evaluation model are linked to the purpose of the evaluation</li> </ul>
2. Conduct the evaluation	<ul style="list-style-type: none"> <li>a. Evidence is collected in accordance with agreed evaluation procedures</li> <li>b. The evidence is interpreted at the individual and aggregate levels and strengths and weaknesses of the system are identified</li> </ul>
3. Report on evaluation findings	<ul style="list-style-type: none"> <li>a. The differing communication needs of the stakeholders are identified</li> <li>b. A range of report formats on the evaluation are prepared to meet the differing needs of stakeholders</li> </ul>
4. Develop intervention strategies	<ul style="list-style-type: none"> <li>a. Key components of the changes required are identified, constraints determined and resources required for implementation determined</li> <li>b. A review process for monitoring and evaluating both the change and its effect is determined</li> </ul>

Range of Variables

**EVALUATE THE TRAINING AND ASSESSMENT SYSTEM**

VARIABLE STATEMENT	CATEGORIES
1. Clients needs	a. increased productivity b. increased enterprise profitability c. attainment of specified industry or enterprise competencies d. achievement of community priorities e. achievement of government priorities f. licensing or accreditation requirements
2. Evaluation methodology and report	a. Selection of appropriate evaluation models including: a.1 stake model a.2 stufflebeam (CIPP) model a.3 scriven model a.4 ethnographic model a.5 action research model a.6 the portrayal approach
3. Evidence gathering instruments and procedures	a. survey instruments (delphi, questionnaires, diaries, logs, attitude scales, diagnostics) b. interview schedules and records c. observations
4. Operational constraints	a. time, resources and locations available b. cost of evidence gathering strategies c. availability of stakeholders for review and feedback d. government, organisational, industry requirements and procedures
5. Policies	a. purposes of training and assessment b. human resource management issues c. what and who is to be trained and assessed d. timing of training and assessments e. links with human resource functions f. evidence types g. assessment methods h. record keeping requirements i. recognition of current competencies/recognition of prior learning j. development costs and resources k. evaluation
6. Purposes of assessment	a. diagnosing performance b. classifying an employee c. confirming an employee's competency for the purpose of career advancement/job level d. awarding a qualification or statement of attainment e. confirming progress in learning f. recognition of current competency/recognition of prior learning
7. Purposes of training	a. productivity improvement b. professional development requirements c. competency acquisition d. induction of new employees e. refresher training for competency maintenance f. legislative or government regulatory requirements

	g. access and equity considerations
<b>8. Report Formats</b>	<ul style="list-style-type: none"> <li>a. written reports</li> <li>b. oral presentations</li> <li>c. audio visual reports</li> </ul>
<b>9. Resources</b>	<ul style="list-style-type: none"> <li>a. human personnel required to carry out the evaluation</li> <li>b. physical resources (equipment, materials/documents, facilities, assessment tools)</li> <li>c. financial amounts</li> <li>d. in-kind services</li> <li>e. space, location</li> </ul>
<b>10. Sources of information</b>	<ul style="list-style-type: none"> <li>a. industry/enterprise competency standards, including international information</li> <li>b. training packages</li> <li>c. curriculum and other training program information</li> <li>d. licensing requirements</li> <li>e. government legislation, policies and practices</li> <li>f. job descriptions</li> <li>g. observations of competent workers</li> <li>h. enterprise skills audit reports</li> <li>i. industry skills audit reports</li> <li>j. workplace conditions, policies and standard operating procedures</li> <li>k. benchmarking reports</li> <li>l. industry publications or reports</li> <li>m. market needs analysis reports</li> <li>n. quality assurance procedures</li> </ul>
<b>11. Stakeholders</b>	<ul style="list-style-type: none"> <li>a. industry/professional/trade associations</li> <li>b. trainers/teachers and assessors</li> <li>c. team leaders/supervisors</li> <li>d. managers/employers</li> <li>e. training and assessment coordinators</li> <li>f. participants/employees/learners</li> <li>g. technical experts</li> <li>h. government regulatory bodies</li> <li>i. union/employee representatives</li> <li>j. consultative committees</li> <li>k. relevant industry training advisory bodies</li> <li>l. funding bodies</li> <li>m. State/Territory Training/Recognition Authorities</li> </ul>
<b>12. Summarising quantitative information</b>	<ul style="list-style-type: none"> <li>a. charts</li> <li>b. tables</li> <li>c. reports</li> <li>d. videos</li> <li>e. oral presentations</li> <li>f. development of visual presentations including computer generated visuals and overhead transparencies</li> </ul>
<b>13. System</b>	<p>may be developed by:</p> <ul style="list-style-type: none"> <li>a. the industry</li> <li>b. the enterprise</li> <li>c. the training organisation</li> <li>d. a combination of the above</li> </ul>
<b>14. Types of evidence to be collected</b>	<ul style="list-style-type: none"> <li>a. affective (eg, satisfaction with the program)</li> <li>b. cognitive (eg, knowledge or skill gain)</li> <li>c. performance or behavior (eg, quality of work, productivity)</li> </ul>
<b>15. Validating the data gathering process</b>	<ul style="list-style-type: none"> <li>a. detailing what is to be measured</li> <li>b. assessing the capacity of the instrument to collect sufficient, valid, reliable and current information</li> </ul>

- c. detailing how the instrument or procedure is administered, scored and interpreted in the particular evaluation
- d. presenting both qualitative and quantitative evidence that justifies the use of the particular instrument or procedure
- e. defending the validity of the use and interpretation of the information provided by the instrument or procedure

Evidence Guide

**EVALUATE THE TRAINING AND ASSESSMENT SYSTEM**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of evaluating the training and assessment system in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                 <ul style="list-style-type: none"> <li>c.1.1 Description of client and stakeholders</li> <li>c.1.2 Evaluation plan</li> <li>c.1.3 List and review of information relevant to evaluation</li> <li>c.1.4 Description of evaluation method selected</li> <li>c.1.5 Evidence gathering instruments and procedures</li> <li>c.1.6 Evaluation report, including any proposed changes</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided:                 <ul style="list-style-type: none"> <li>c.2.1 How client, stakeholders were identified</li> <li>c.2.2 Why the evaluation of the system was proposed</li> <li>c.2.3 How the evaluation plan was developed and confirmed with client and stakeholders</li> <li>c.2.4 Why particular evaluation model and evidence gathering instruments were selected</li> <li>c.2.5 How the evaluation was conducted</li> <li>c.2.6 How the evaluation report was drafted and confirmed with client and stakeholders</li> <li>c.2.7 How any changes to the system are to be implemented</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 Nil</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Knowledge of program evaluation models</li> <li>a.2 Compliance with requirements for copyright and other regulatory requirements</li> <li>a.3 Application of cultural understanding in the workplace</li> <li>a.4 Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements</li> </ul> </li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Skills in applying evaluation models</li> <li>b.2 Skills in validating evaluation procedures</li> <li>b.3 Planning own work including predicting consequences and identifying improvements</li> <li>b.4 Language and literacy skills to collect and interpret information relevant with the unit and communicate with client, stakeholders and others</li> </ul> </li> </ul>

<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to clients, stakeholders, information and resources needed to address the required skills and knowledge and to conduct an evaluation of a training and assessment system</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of all the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	3	3

**BSZ 506A**

**DEVELOP ASSESSMENT PROCEDURES**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for developing an assessment procedure for a target group, including determining evidence requirements and selecting appropriate assessment methods.**

ELEMENT	PERFORMANCE CRITERIA
<p><b>1. Establish evidence requirements</b></p>	<ul style="list-style-type: none"> <li>a. The purpose of the assessment and the target group to be assessed is identified and confirmed with stakeholders</li> <li>b. The type of evidence required to infer competency is established and the process of interpreting and recording the evidence is established and documented</li> <li>c. Evidence requirements are specified to assure coverage of the key components of competency</li> <li>d. Evidence requirements are specified to assure:                             <ul style="list-style-type: none"> <li>d.1 validity</li> <li>d.2 currency</li> <li>d.3 authenticity</li> <li>d.4 sufficiency</li> </ul> </li> <li>e. Where additional levels of competence are used, criteria for making judgements for different levels of competency are defined</li> <li>f. Links to existing relevant assessment system(s) are defined, including:                             <ul style="list-style-type: none"> <li>f.1 recording and reporting requirements</li> <li>f.2 appropriate personnel and requirements for receiving information about the assessment</li> <li>f.3 appeal process</li> <li>f.4 quality assurance mechanisms</li> </ul> </li> <li>g. Any additional review mechanisms are identified and documented</li> <li>h. The reporting formats for the assessment process and recording of outcomes are designed</li> <li>i. The development, implementation and review costs of the assessment procedure are estimated</li> </ul>
<p><b>2. Identify assessment methods</b></p>	<ul style="list-style-type: none"> <li>a. The context and location of assessments are described and specified</li> <li>b. The facilities and physical resources needed to conduct assessments are identified and documented</li> <li>c. A range of assessment methods for gathering evidence in relation to the competencies to be assessed are evaluated for:                             <ul style="list-style-type: none"> <li>c.1 type and amount of evidence required</li> <li>c.2 validity</li> <li>c.3 reliability</li> <li>c.4 fairness</li> <li>c.5 cost effectiveness</li> <li>c.6 administration ease</li> <li>c.7 the characteristics of the target group</li> </ul> </li> <li>d. The number of assessors and any required supports to implement the assessment process is determined</li> <li>e. The instructions for the persons being assessed are drafted</li> <li>f. The assessment method(s) to be used are selected and allowable adjustments are proposed to cater for characteristics of persons being assessed is identified</li> <li>g. The required evidence of competency to be demonstrated or supplied by the persons being assessed</li> <li>h. The instructions for interpreting the evidence and making a decision of competence are documented</li> </ul>

	<ul style="list-style-type: none"> <li>i. Descriptions of likely performances are established and verified with appropriate personnel</li> <li>j. Other related competencies are identified for inferring full or partial competence from the evidence gathered</li> <li>k. The rules for verifying assessment decisions are determined</li> <li>l. Any limits, variations or restrictions on the assessment tools are specified</li> </ul>
<p><b>3. Identify potential available assessment tools</b></p>	<ul style="list-style-type: none"> <li>a. Available assessment tools appropriate to evidence required to infer competency are identified and evaluated in relation to applicability for the:                             <ul style="list-style-type: none"> <li>a.1 characteristics of persons being assessed</li> <li>a.2 assessment contexts</li> <li>a.3 assessors</li> </ul> </li> <li>b. A panel of specialists is convened to critique tools for:                             <ul style="list-style-type: none"> <li>b.1 reliability</li> <li>b.2 validity</li> <li>b.3 fairness</li> <li>b.4 relevance to the workplace context</li> <li>b.5 content accuracy</li> <li>b.6 ease of use</li> <li>b.7 cost effectiveness</li> <li>b.8 appropriateness of language</li> <li>b.9 avoidance of bias</li> </ul> </li> <li>c. Adjustments to the tools and methods are made to ensure applicability to the context, competencies and characteristics of persons being assessed</li> </ul>
<p><b>4. Trial the assessment methods and tools</b></p>	<ul style="list-style-type: none"> <li>a. The tools and assessment methods are trialed with a sample from the target group</li> <li>b. Allowable adjustments to the assessment methods and tools are drafted</li> <li>c. Assessors (if required) are trained to administer the assessment tools in a consistent manner</li> <li>d. The assessments tools and methods are administered to the target sample</li> <li>e. Responses from the target sample and the assessors are compiled and analysed</li> <li>f. The appropriateness of the assessment method and the ease of use and language level of the assessment tools are determined</li> <li>g. Improvements and changes to the assessment tools are made where necessary</li> </ul>
<p><b>5. Document assessment procedures</b></p>	<ul style="list-style-type: none"> <li>a. Any influences that may affect (bias) the assessment decision are identified and documented</li> <li>b. Any allowable adjustments to the assessment methods and tools to meet the characteristics of persons being assessed are documented</li> <li>c. The criteria for making decisions of competent or not yet competent are reviewed, and if necessary, adjusted</li> <li>d. The assessment procedure(s) and administration instructions are documented</li> </ul>



Range of Variables

**DEVELOP ASSESSMENT PROCEDURES**

VARIABLE STATEMENT	CATEGORIES
1. Allowable adjustment to assessment methods/tools	a. provision of support services (eg, Auslan interpreter, reader, interpreter, attendant carer, scribe) b. use of special equipment (eg, word processor or lifting gear) c. adaptive technology d. shorter assessment to allow for fatigue or medication e. use of large print version of any papers
2. Appropriateness of evidence types	a. cost effectiveness b. practicability c. flexibility d. communication skills of person(s) being assessed e. assessment experience and characteristics of persons being assessed
3. Assessment methods	may include combinations of: a. direct observation of performance or product b. practical tasks c. projects written/oral/computer-based questioning d. simulation exercise(s) e. consideration of third party reports and self and peer assessment f. authenticated prior achievements
4. Assessment procedure	a. recording procedure b. appeal/review mechanism c. assessment methods to be used d. number of assessors e. assessment tools f. evidence required g. location of assessment h. timing of assessment i. assessment group size j. allowable adjustments to assessment methods and tools
5. Assessment system	a. the assessment system may be developed (and endorsed) by: a.1 the industry a.2 the enterprise a.3 the training organisation a.4 a combination of the above b. the assessment system should specify the following: b.1 the purpose of assessment b.2 competencies required of assessors b.3 record keeping procedures and policies b.4 any allowable adjustments to the assessment method b.5 the appeal/review mechanisms and procedures b.6 the review and evaluation of the assessment process b.7 the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression b.8 relevant policies b.9 quality assurance mechanisms b.10 apportionment of costs/fees (if applicable) b.11 marketing/promotion of assessment

	<ul style="list-style-type: none"> <li>b.12 verification arrangements</li> <li>b.13 auspicings arrangements, if applicable</li> <li>b.14 partnership arrangements, if applicable</li> </ul>
<b>6. Characteristics of persons being assessed</b>	<ul style="list-style-type: none"> <li>a. language, literacy and numeracy levels</li> <li>b. cultural and language background</li> <li>c. educational background or general knowledge</li> <li>d. physical ability</li> <li>e. work organisation or roster</li> <li>f. age</li> <li>g. gender</li> <li>h. experience in assessment</li> <li>i. level of confidence, nervousness or anxiety</li> <li>j. previous experience with topic</li> </ul>
<b>7. Evidence for assessment</b>	<p>type of evidence may include:</p> <ul style="list-style-type: none"> <li>a. indirect</li> <li>b. direct</li> <li>c. supplementary</li> <li>d. combination of the above</li> </ul>
<b>8. Evidence might be interpreted using a range of reference frames</b>	<ul style="list-style-type: none"> <li>a. criterion referenced frames</li> <li>b. linkages of evidence to competency standards</li> <li>c. prediction of workplace performance</li> </ul>
<b>9. Operational constraints</b>	<ul style="list-style-type: none"> <li>a. time available for assessment</li> <li>b. relative cost of evidence gathering strategies</li> <li>c. availability of assessors</li> <li>d. availability of experts in the technical area to be assessed</li> <li>e. availability of persons being assessed because of matters such as work organisation</li> <li>f. geographical location of persons being assessed</li> </ul>
<b>10. Purpose of assessment</b>	<ul style="list-style-type: none"> <li>a. diagnosing performance</li> <li>b. classifying an employee</li> <li>c. confirming an employee's competency for the purpose of career advancement/job level</li> <li>d. awarding a qualification</li> <li>e. providing a statement of attainment</li> <li>f. confirming progress in competency acquisition/learning</li> <li>g. recognising prior learning or current competencies</li> </ul>
<b>11. Record systems</b>	<ul style="list-style-type: none"> <li>a. paper based systems</li> <li>b. computer-based systems using magnetic or optical storage</li> <li>c. combination of both paper and computer based systems</li> </ul> <p>Statutory and legislative requirements for maintaining records may vary in States/territories</p>
<b>12. Specialist panel</b>	<ul style="list-style-type: none"> <li>a. technical specialists</li> <li>b. language, literacy and numeracy specialists</li> <li>c. assessment specialists</li> <li>d. management and enterprise representatives</li> <li>e. industry representatives</li> <li>f. union/employee representatives</li> <li>g. potential and past candidates</li> </ul>
<b>13. Stakeholders</b>	<ul style="list-style-type: none"> <li>a. industry/professional/trade associations</li> <li>b. trainers/teachers and assessors</li> <li>c. team leaders/managers/employers</li> <li>d. training and assessment coordinators</li> <li>e. participants/employees/learners</li> <li>f. technical/subject experts including language, literacy and numeracy</li> </ul>

	<ul style="list-style-type: none"> <li>specialists</li> <li>g. government regulatory bodies</li> <li>h. union/employee representatives</li> <li>i. consultative committees</li> <li>j. relevant industry training advisory bodies</li> <li>k. funding bodies</li> <li>l. State/Territory Training/Recognition Authorities</li> </ul>
<p><b>14. Target group</b></p>	<ul style="list-style-type: none"> <li>a. an enterprise</li> <li>b. a department/division</li> <li>c. a job role/occupation</li> <li>d. an industry sector</li> <li>e. a professional association</li> <li>f. a trade</li> <li>g. community sector</li> <li>h. government organisation</li> </ul>

Evidence Guide

**DEVELOP ASSESSMENT PROCEDURES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of developing assessment procedures in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                 <ul style="list-style-type: none"> <li>c.1.1 A description of the stakeholders, target group, the purpose of assessment</li> <li>c.1.2 A description of the competencies to be assessed, and evidence required to infer competency</li> <li>c.1.3 Documentation on steps taken to develop the assessment procedures, including the trialing of assessment methods and tools in accordance with performance criteria</li> <li>c.1.4 Documented assessment procedures</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided:                 <ul style="list-style-type: none"> <li>c.2.1 How the target group and stakeholders were determined and consulted</li> <li>c.2.2 Why particular assessment methods and tools were selected</li> <li>c.2.3 How assessment methods and tools were trialed</li> <li>c.2.4 How other persons were involved in the development of the assessment procedure including:                     <ul style="list-style-type: none"> <li>- the panels of specialists that reviewed the materials - their roles and responsibilities</li> </ul> </li> <li>c.2.5 The characteristics of the candidates that piloted the tasks and provided feedback in detail the characteristics of the trial sample</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>b.1 BSZ 507A Develop assessment tools</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Knowledge of relevant industry/enterprise training packages, competency or other performance standards</li> <li>a.2 Knowledge of assessment methods, their purposes and uses</li> <li>a.3 Knowledge in the development and modification of assessment tools for a defined group of competencies, assessment contexts and to meet the characteristics of persons being assessed</li> <li>a.4 Knowledge of compliance requirements for copyright and other regulatory requirements</li> </ul> </li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Skills in applying assessment methods and tools to elicit evidence, in a relevant context, from target group</li> <li>b.2 Language and literacy skills to comprehend sources of information and to prepare required documentation</li> </ul> </li> </ul>

	<p>b.3 Identification and correct use of equipment, processes and procedures</p> <p>b.4 Planning own work including predicting consequences and identifying improvements</p>
<b>4. Resource implications</b>	<p>a. Assessment of this competency requires access to target group, stakeholders, competencies or other standards of performance, information and resources needed to address required knowledge and skills for the development of assessment procedures.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<b>5. Consistency in performance</b>	<p>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence</p>
<b>6. Context for assessment</b>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

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

**BSZ 507A****DEVELOP ASSESSMENT TOOLS**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements for selecting, developing, validating and documenting new assessment tools.**

ELEMENT	PERFORMANCE CRITERIA
<p><b>1. Identify the context for the assessment tool</b></p>	<ul style="list-style-type: none"> <li>a. The purpose of the assessment, the target group and the competency or other standard of performance to be assessed is identified</li> <li>b. Evidence required to infer competency is identified</li> <li>c. Assessment methods are evaluated to establish requirements of assessment tools, particularly:               <ul style="list-style-type: none"> <li>c.1 resources and requirements for the assessment tools</li> <li>c.2 assessment location and context</li> <li>c.3 administration ease</li> <li>c.4 the characteristics of the target group</li> </ul> </li> <li>d. Requirements of the assessment system in relation to the assessment tools are identified:               <ul style="list-style-type: none"> <li>d.1 storage and security of documentation</li> <li>d.2 appropriate personnel and differing needs for receiving information about the assessment tools</li> <li>d.3 evaluation and review process</li> <li>d.4 quality assurance mechanisms</li> </ul> </li> <li>e. Costs of the assessment tools development, implementation and review are estimated</li> <li>f. A plan for the development of the assessment tools is prepared</li> </ul>
<p><b>2. Draft assessment tools in accordance with plan</b></p>	<ul style="list-style-type: none"> <li>a. Assessment tools are designed to assess the relevant competencies using appropriate:               <ul style="list-style-type: none"> <li>a.1 format</li> <li>a.2 language, literacy and numeracy requirements</li> <li>a.3 visual representation and where appropriate sound</li> <li>a.4 question and activity types</li> <li>a.5 media</li> <li>a.6 sequence of activities</li> <li>a.7 choice in activities</li> </ul> </li> <li>b. Assessment tools require the person being assessed to demonstrate the components of competency</li> <li>c. The assessment tools are checked for the following characteristics:               <ul style="list-style-type: none"> <li>c.1 reliability</li> <li>c.2 validity</li> <li>c.3 fairness</li> <li>c.4 relevance to the workplace context</li> <li>c.5 content accuracy</li> <li>c.6 ease of use</li> <li>c.7 cost effectiveness</li> <li>c.8 avoidance of bias</li> <li>c.9 testing the required scope of the competencies</li> </ul> </li> <li>d. Adjustments to the tools and procedures are made as required</li> </ul>
<p><b>3. Develop instructions for assessment tools</b></p>	<ul style="list-style-type: none"> <li>a. The instructions for the persons to be assessed are drafted</li> <li>b. The instructions for administering each assessment tool are drafted to include the resources needed to conduct the assessment and the context for the use of the tools</li> <li>c. Evidence of competency to be demonstrated is documented and incorporated in the assessment tools</li> </ul>

	<ul style="list-style-type: none"> <li>d. Allowable adjustments identified in the assessment procedures are noted and included in the instructions</li> <li>e. The rules for verifying assessment decisions are identified and any limits, variations or restrictions on the assessment tools are specified</li> </ul>
<p><b>4. Pilot the assessment tools</b></p>	<ul style="list-style-type: none"> <li>a. The tools are piloted with a small sample selected across the range of the target group</li> <li>b. Feedback from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools, particularly in relation to:                         <ul style="list-style-type: none"> <li>b.1 ease of use</li> <li>b.2 language and other literacy/numeracy requirements in terms of the relevant competencies</li> <li>b.3 appropriateness for the assessment context and competencies</li> <li>b.4 costs/time effectiveness for candidates and assessors</li> </ul> </li> <li>c. Improvements and changes to the assessment tools are made where necessary</li> </ul>
<p><b>5. Validate assessment tools</b></p>	<ul style="list-style-type: none"> <li>a. An adequate sample of the target group to be assessed is selected</li> <li>b. Assessors are trained (if required), to administer the assessment tools in a consistent manner</li> <li>c. The assessment tools are administered to the target sample; responses compiled and analysed and modified according to the findings</li> <li>d. Any influences that may affect (bias) the assessment decision are identified and documented</li> </ul>
<p><b>6. Finalise assessment tools</b></p>	<ul style="list-style-type: none"> <li>a. Validated and appropriately amended tools are incorporated in assessment procedure(s)</li> <li>b. Documentation in paper and/or electronic form is filed in appropriate secure, accessible locations</li> </ul>

Range of Variables

**DEVELOP ASSESSMENT TOOLS**

VARIABLE STATEMENT	CATEGORIES
1. Allowable adjustment to assessment tools	a. provision of support services (eg, Auslan interpreter, reader, interpreter, attendant carer, scribe) b. use of special equipment (eg, word processor or lifting gear) c. adaptive technology d. shorter assessment to allow for fatigue or medication e. use of large print version of any papers
2. Appropriateness of evidence types	a. cost effectiveness b. practicability c. communication skills of person(s) being assessed d. assessment experience and special needs of person(s) being assessed
3. Assessment methods	a. direct observation of performance or product b. practical tasks c. projects d. written/oral/computer-based questioning e. simulation exercise(s) f. consideration of third party reports and self and peer assessment g. authenticated prior achievements
4. Assessment system	a. the assessment system may be developed (and endorsed) by: a.1 the industry a.2 the enterprise a.3 the Registered Training Organisation a.4 a combination of the above b. the assessment system should specify the following: b.1 the purpose of assessment b.2 competencies required of assessors b.3 record keeping procedures and policies b.4 any allowable adjustments to the assessment method which are to be made for the person being assessed who have special needs b.5 the appeal/review mechanisms and procedures b.6 the review and evaluation of the assessment process b.7 the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression b.8 relevant policies b.9 quality assurance mechanisms b.10 apportionment of costs/fees (if applicable) b.11 marketing/promotion of assessment b.12 verification arrangements b.13 auspicing arrangements, if applicable b.14 partnership arrangements, if applicable
5. Components of competency	a. task skills b. task management skills c. contingency management skills d. job/role environment skills e. transfer and application of skills and knowledge to new contexts



<p><b>6. Evidence for assessment</b></p>	<p>a. Type of evidence may include:</p> <ul style="list-style-type: none"> <li>a.1 direct</li> <li>a.2 indirect</li> <li>a.3 supplementary</li> <li>a.4 combination of the above</li> </ul> <p>b. Evidence might be interpreted using a range of reference frames including:</p> <ul style="list-style-type: none"> <li>b.1 criterion referenced frames</li> <li>b.2 linkages of evidence to competency standards</li> <li>b.3 prediction of workplace performance</li> </ul>
<p><b>7. Operational constraints</b></p>	<ul style="list-style-type: none"> <li>a. time available for assessment</li> <li>b. relative cost of evidence gathering strategies</li> <li>c. availability of assessors</li> <li>d. availability of experts in the vocational area to be assessed</li> <li>e. availability of person(s) being assessed because of matters such as rosters, shift work</li> <li>f. geographical location of person(s) being assessed</li> </ul>
<p><b>8. Purpose of assessment</b></p>	<ul style="list-style-type: none"> <li>a. diagnosing performance</li> <li>b. classifying an employee</li> <li>c. confirming an employee's competency for the purpose of career advancement/job level</li> <li>d. awarding a qualification</li> <li>e. providing a statement of attainment</li> <li>f. confirming progress in competency acquisition/learning</li> <li>g. recognising prior learning or current competencies</li> </ul>
<p><b>9. Target group</b></p>	<ul style="list-style-type: none"> <li>a. an enterprise</li> <li>b. a department/division</li> <li>c. a job role/occupation</li> <li>d. an industry sector</li> <li>e. a professional association</li> <li>f. a trade</li> <li>g. a community organisation</li> <li>h. a government organisation</li> </ul>

Evidence Guide

**DEVELOP ASSESSMENT TOOLS**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<ul style="list-style-type: none"> <li>a. Assessment must confirm sufficient knowledge of developing assessment tools in the work environment</li> <li>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</li> <li>c. In particular, assessment must confirm the ability to:             <ul style="list-style-type: none"> <li>c.1 Assessment requires evidence of the following products to be collected:                 <ul style="list-style-type: none"> <li>c.1.1 A plan for the development of the assessment tool(s)</li> <li>c.1.2 Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed</li> <li>c.1.3 A report on the piloting of the assessment tools including any changes proposed and made</li> </ul> </li> <li>c.2 Assessment requires evidence of the following processes to be provided:                 <ul style="list-style-type: none"> <li>c.2.1 How the target group was identified</li> <li>c.2.2 How the plan for the development of the assessment tools was prepared</li> <li>c.2.3 How the assessment tools meet the components of competency for the target group</li> <li>c.2.4 How the assessment tools were validated</li> <li>c.2.5 How the finalised assessment tools were incorporated in assessment procedure(s)</li> </ul> </li> </ul> </li> </ul>
<p><b>2. Interdependent assessment of units</b></p>	<ul style="list-style-type: none"> <li>a. This unit must be assessed after attainment of competency in the following unit(s):             <ul style="list-style-type: none"> <li>a.1 Nil</li> </ul> </li> <li>b. This unit must be assessed in conjunction with the following unit(s):             <ul style="list-style-type: none"> <li>b.1 BSZ 506A Develop assessment procedures</li> </ul> </li> <li>c. 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>c.1 Nil</li> </ul> </li> </ul>
<p><b>3. Required knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>a. Underpinning knowledge             <ul style="list-style-type: none"> <li>a.1 Knowledge of relevant training packages, competency or other standards of performance</li> <li>a.2 Knowledge of different methodology for developing assessment tools</li> <li>a.3 Skills in applying evaluation methodology particularly in relation to trialing assessment tools</li> <li>a.4 Compliance with requirements for copyright and other regulatory requirements</li> </ul> </li> <li>b. Underpinning skills             <ul style="list-style-type: none"> <li>b.1 Language and literacy skills to collect and interpret relevant information and communicate with stakeholders and appropriate personnel</li> <li>b.2 Skills in planning own work including predicting consequences and identifying improvements</li> <li>b.3 Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements</li> <li>b.4 Communication skills appropriate to the culture of the workplace</li> </ul> </li> </ul>

<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to a target group, information and resources to meet the required skills and knowledge to develop assessment tools.</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</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	3	3

**BSZ 508A****DESIGN TRAINING COURSES**

BSZ

Assessment and Workplace Training

**DESCRIPTION: This unit covers the requirements and responsibilities for designing training courses**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Determine the need for a course</b>	<ul style="list-style-type: none"> <li>a. Stakeholders are identified and consulted to establish training aims and requirements</li> <li>b. Course proposal is outlined in terms of stakeholders aims</li> <li>c. Relevant endorsed training packages and curriculum are sourced and assessed for relevance to course proposal</li> <li>d. Any licensing/regulatory or government policies relevant to the course proposal are identified</li> <li>e. Potential employment markets and career opportunities for training participants are recorded and documented</li> <li>f. Results of monitoring activities for related courses are sourced and analysed, where appropriate</li> </ul>
<b>2. Identify the learner profile</b>	<ul style="list-style-type: none"> <li>a. Potential learners are identified</li> <li>b. Profiles of learners on entry to the course are developed and learner profiles are examined to determine language and literacy requirements</li> </ul>
<b>3. Develop course structure</b>	<ul style="list-style-type: none"> <li>a. Core and elective units/modules are identified</li> <li>b. The relationship between units of competence/modules and course outcomes is documented</li> <li>c. Entry and exit points are identified and documented</li> <li>d. Prerequisites for the course and for specific units/modules within the course are identified and documented</li> </ul>
<b>4. Determine the training and assessment requirements</b>	<ul style="list-style-type: none"> <li>a. The professional development and competency requirements of trainers and assessors are identified in consultation with appropriate personnel</li> <li>b. The trainer and assessor requirements are checked for consistency with industry/training package assessment guidelines, where appropriate</li> <li>c. Essential learning resources, materials, facilities, equipment and human resources are identified</li> </ul>
<b>5. Define the training content</b>	<ul style="list-style-type: none"> <li>a. The competencies to be acquired by learners are clearly specified</li> <li>b. Entry level competencies are identified and documented</li> <li>c. Requirements for on the job training or assessment are identified and documented</li> <li>d. Appropriate evidence and assessment methods are identified and documented</li> </ul>
<b>6. Develop course monitoring arrangements</b>	<ul style="list-style-type: none"> <li>a. Mechanisms for ongoing course monitoring are negotiated, agreed and documented in consultation with appropriate personnel</li> <li>b. Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise competency standards and learner needs are defined and documented</li> </ul>
<b>7. Identify career/educational pathways</b>	<ul style="list-style-type: none"> <li>a. Course entry and exit points are linked to occupational and educational opportunities</li> <li>b. Articulation points with higher or related qualifications are identified, negotiated with course owners and documented</li> </ul>

## Range of Variables

**DESIGN TRAINING COURSES**

<b>VARIABLE STATEMENT</b>	<b>CATEGORIES</b>
1. A training course	<ul style="list-style-type: none"> <li>a. suite of training programs (or modules)</li> <li>b. courses may be designed and documented (curriculum) to:               <ul style="list-style-type: none"> <li>b.1 meet a whole or part qualification in a training package</li> <li>b.2 be submitted for formal recognition</li> <li>b.3 meet industry/enterprise competency standards</li> <li>b.4 meet stakeholder aims and objectives</li> </ul> </li> </ul>
2. A training course proposal	<ul style="list-style-type: none"> <li>a. stakeholder(s) aims and objectives</li> <li>b. course outcomes</li> <li>c. identified learners</li> <li>d. career and educational pathways</li> <li>e. scope and need for course</li> </ul>
3. Appropriate personnel	<ul style="list-style-type: none"> <li>a. support personnel (administration)</li> <li>b. technical experts (eg, language and literacy specialists)</li> <li>c. supervisors/managers</li> <li>d. assessment/training personnel</li> <li>e. other training organisations (partners)</li> <li>f. existing and former learners</li> </ul>
4. Course monitoring arrangements	<ul style="list-style-type: none"> <li>a. panel of external evaluators</li> <li>b. feedback from learners - during and after course delivery</li> <li>c. survey responses from industry/enterprises about the course outcomes</li> <li>d. moderation mechanisms of assessment decisions</li> <li>e. conduct of regular internal and external reviews</li> <li>f. sampling and evaluation of competencies</li> <li>g. networking of trainers and assessors involved in course implementation</li> </ul>
5. Course outcomes	<ul style="list-style-type: none"> <li>a. qualifications</li> <li>b. units of competence</li> <li>c. learning outcomes (module/program outcomes)</li> <li>d. satisfaction of requirements for               <ul style="list-style-type: none"> <li>d.1 licensing</li> <li>d.2 memberships of professional associations</li> <li>d.3 further education opportunities</li> <li>d.4 employment</li> </ul> </li> </ul>
6. Course requirements	<ul style="list-style-type: none"> <li>a. entry requirements may include               <ul style="list-style-type: none"> <li>a.1 pre requisite competencies</li> <li>a.2 access to the workplace</li> </ul> </li> <li>b. training requirements may include               <ul style="list-style-type: none"> <li>b.1 job placement</li> <li>b.2 field placement</li> <li>b.3 access to specialist equipment and facilities</li> <li>b.4 minimum competencies to be held by trainers</li> </ul> </li> <li>c. assessment requirements may include:               <ul style="list-style-type: none"> <li>c.1 minimum competencies to be held by assessors</li> <li>c.2 assessment conditions including location, timing and access to resources</li> </ul> </li> </ul>

<p><b>7. Learner profiles</b></p>	<ul style="list-style-type: none"> <li>a. generic or technical competencies of potential clients</li> <li>b. relevant prior learning (formal and informal) and employment</li> <li>c. language, literacy and numeracy skills</li> </ul>
<p><b>8. Licensing, regulatory and government policies</b></p>	<ul style="list-style-type: none"> <li>a. qualifications framework and regulations for issuing statements of attainment, qualifications</li> <li>b. relevant equal employment opportunity and anti-discrimination legislation, regulations and policies</li> <li>c. relevant licensing or accreditation arrangements</li> <li>d. relevant policies or agreement(s) on any of the following:                         <ul style="list-style-type: none"> <li>d.1 purposes of training and assessment</li> <li>d.2 human resource management issues</li> <li>d.3 what and who is to be trained/ assessed</li> <li>d.4 timing of training/ assessments</li> <li>d.5 links with other human resource functions</li> <li>d.6 appeal/review mechanisms</li> <li>d.7 criteria for making decisions of competent, or not yet competent</li> <li>d.8 number of assessors</li> <li>d.9 allowable adjustments to the assessment procedure</li> <li>d.10 record keeping requirements</li> <li>d.11 recognition of prior learning/recognition of current competencies</li> <li>d.12 development costs and resources</li> <li>d.13 evaluation</li> <li>d.14 licensing</li> </ul> </li> </ul>
<p><b>9. Sources of information</b></p>	<ul style="list-style-type: none"> <li>a. performance standards which may include:                         <ul style="list-style-type: none"> <li>a.1 industry/enterprise competency standards</li> <li>a.2 licensing requirements</li> <li>a.3 job descriptions</li> <li>a.4 standard operating procedures</li> </ul> </li> <li>b. conditions of service, legislation and industrial agreements including:                         <ul style="list-style-type: none"> <li>b.1 workplace agreements and awards</li> <li>b.2 occupational health and safety procedures</li> </ul> </li> <li>c. applicable State, Territory, Commonwealth legislation and related regulations concerning:                         <ul style="list-style-type: none"> <li>c.1 occupational health and safety in terms of duties of employers, employees, suppliers and contractors</li> <li>c.2 workplace relations</li> <li>c.3 workers compensation</li> <li>c.4 equal opportunity, anti-discrimination and affirmative action</li> </ul> </li> </ul>
<p><b>10. Stakeholders and relevant parties</b></p>	<ul style="list-style-type: none"> <li>a. professional associations</li> <li>b. employer associations</li> <li>c. union/employee associations</li> <li>d. secondary, TAFE/VET and higher education sector representatives                         <ul style="list-style-type: none"> <li>d.1 potential learners</li> <li>d.2 trainers/teachers</li> <li>d.3 regulatory authorities</li> </ul> </li> <li>e. partner organisations                         <ul style="list-style-type: none"> <li>e.1 enterprise(s)/organisation(s)</li> <li>e.2 industry training advisory bodies</li> <li>e.3 industry sector</li> <li>e.4 government bodies</li> <li>e.5 community sector</li> </ul> </li> </ul>

Evidence Guide

**DESIGN TRAINING COURSES**

<p><b>1. Critical aspects of evidence to be considered</b></p>	<p>a. Assessment must confirm sufficient knowledge of designing training courses in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assessment requires evidence of the following products to be collected:</p> <p>c.1.1 Documentation on the identification and confirmation of stakeholder training aims and requirements</p> <p>c.1.2 Course proposal</p> <p>c.1.3 Course documentation</p> <p>c.1.4 Documentation on course monitoring mechanisms</p> <p>c.1.5 Description of career pathways, including qualification entry and exit points.</p> <p>c.2 Assessment requires evidence of the following processes to be provided:</p> <p>c.1.6 How stakeholder needs were identified</p> <p>c.1.7 How the learner profile was researched</p> <p>c.1.8 How assessment and training requirements were researched</p> <p>c.1.9 How the course monitoring arrangements were developed</p>
<p><b>2. Interdependent assessment of units</b></p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p><b>3. Required knowledge and skills</b></p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of mechanisms to implement relevant access and equity principles</p> <p>a.2 Knowledge of relevant training packages, competency and other performance standards to course proposal</p> <p>a.3 Knowledge of accreditation and any licensing or regulatory requirements</p> <p>a.4 Knowledge of course monitoring mechanisms</p> <p>a.5 Compliance with requirements for copyright and other regulatory requirements</p> <p>b. Underpinning skills</p> <p>b.1 Language and literacy skills to collect and interpret relevant information and communicate with stakeholders and appropriate personnel</p> <p>b.2 Skills in planning own work including predicting consequences and identifying improvements</p> <p>b.3 Communication skills appropriate to the culture of the workplace</p> <p>b.4 Skills in applying Occupational Health and Safety and other workplace policies and procedures and any related legislation or regulatory requirements</p>

<b>4. Resource implications</b>	<ul style="list-style-type: none"> <li>a. Assessment of this competency requires access to stakeholders, information and resources to meet the required skills and knowledge to develop a course proposal, course documentation and course monitoring mechanisms</li> <li>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</li> </ul>
<b>5. Consistency in performance</b>	<ul style="list-style-type: none"> <li>a. Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence</li> </ul>
<b>6. Context for assessment</b>	<ul style="list-style-type: none"> <li>a. Competency must be demonstrated in a real work environment</li> <li>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</li> <li>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</li> <li>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li> </ul>

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